

A CONTENT ANALYSIS OF TWELVE  
TEXTBOOKS ON SUPERVISION

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DEDICATION

To

My Husband, James Garrison  
My Mother, Ruthie A. Kemp  
My Sister, Ann A. Brown

For

Their love, patience, and understanding during  
the period of my graduate study.

L. A. G.

### ACKNOWLEDGEMENTS

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L. A. G.

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## CHAPTER I

### INTRODUCTION

#### Rationale

The present status of communication between nations, automation and school drop-outs are primary factors influencing the quality of education needed today in order to make ultimate school life or education, good and successful living. Consequently, supervisors and members of related personnel who are constantly evaluating the direct and indirect results of the educative processes and practices in the schools are in need of a wealth of materials from which to draw pertinent information designed to preserve and improve right patterns of education in their effort to prepare the present and the future learners to enjoy successful living.

The literature revealed that for the concept of supervision and/or the supervisory function there was or should be a need for some commonly accepted frames-of-reference for supervision. Further still, the experts and workers in the field of education have given the following distinct points of emphases upon the over-all function of supervision, such as:

1. The emphasis upon the improvement of the teaching act itself.
2. The emphasis upon the improvement of the teacher herself or himself.

3. The emphasis upon the improvement and development of the curriculum.
4. The emphasis upon the measurement and development of pupil progress.
5. The emphasis upon the group dynamics of the supervisory situation: that is, the use of democratic or co-operative procedures within the educational personnel and between the educational personnel and the citizenry.

### Evolution of the Problem

This problem stemmed from a constant and significant need and ever increasing responsibility of curriculum directors chiefly concerned with what should be taught, when it should be taught, to whom, how, and to what purpose. Further, the problem of this research as envisioned by the writer posed three questions, namely: (a) first, to what extent were reputable books on supervision organized to present adequately the basic concepts of the supervisory function; (b) second, to what extent did the better textbooks on supervision provide adequate interpretation of the role or roles of instructional supervisors; and (c) third, the extent to which there was a basic and consistent commonality in principles, theories and practices in outstanding textbooks on supervision.

As a result of challenging experiences while engaged in a field service course, a requirement of supervisors in training as well as experience in the field, the writer became aware of contrasting and often-times controversial differences in the frames-of-reference for the supervisory function. The writer, therefore, deemed that it would be fitting and proper as well as fruitful to do the required research for the Master's degree by taking as a problem the content analysis of

selected textbooks on supervision; and to identify and to determine the similarities and differences in the conceptualizations of the supervisory function and the patterns of organization thereof.

### Contribution to Educational Thought

It was felt that the value of this research was in the extent to which the findings would make the following contributions to educational thought:

1. To identify the similarities and differences in the major topics dealt with in selected textbooks on supervision.
2. To determine the extent to which selected textbooks on supervision tend to treat the same or similar topics.
3. To determine the extent to which selected textbooks on supervision may be used to identify the relative emphasis placed upon the different areas of the supervisory function as presented in the texts examined.
4. To determine the extent to which selected textbooks may be used to develop a ~~synthesis~~ synthesis of the differing concepts and organizational patterns of textbooks on supervision.

### Statement of the Problem

The problem involved in this research was to develop an analysis and interpretation of the pagination, scope and organization of content pertinent to the specific areas of supervision as presented in twelve selected textbooks on supervision. Further, the problem involved the task of identifying a synthesis of content and emphasis derived from the analysis and interpretation of the content found in the twelve basic sources of data studied.

### Purpose of the Study

The main purpose of this study was to make an analytical and

comparative study of the conceptualizations pertinent to the supervisory function as to content (pagination, scope, organization) as found in the twelve of selected textbooks on supervision of recent publication. More specifically, the purpose was to determine for each of the twelve texts a systematic and quantitative description of the presentation of the following areas of supervisory processes and practices:

1. The nature and scope of the philosophy of supervision
2. The nature and scope of the objectives of supervision
3. The methodologies used in supervision
4. The organizational patterns of the supervisory program
5. The leadership role in supervision
6. The research function in supervision
7. The contrast of democratic and authoritarian types of supervisory direction
8. And, from the total analysis, formulate whatever implications for educational theory and practice as may be derived from the data.

#### Limitations of the Study

The major limitations of this research were that the sources of data were restricted to a list of selected textbooks on supervision published and widely used during the period of 1951-1963. An analysis employing specific measures of content was confined to the similarities and differences derived exclusively from the twelve basic sources.

#### Definition of Terms

Significant terms were defined as follows:

1. "Content analysis" refers to the identifications, appraisal and evaluation of conceptualizations, trends and practices in the literature of the professional texts to be analyzed.

2. "Supervision" refers to "an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth."<sup>1</sup>
3. "Scope" refers to the range or treatment of data-items as derived from the basic sources (the most prominently displayed item).
4. "Organization" refers to the arrangement of features as used by the writers of the texts, (general make-up of the book).
5. "Pagination" refers to the space of content, i.e., inches, paragraphs, or pages.

#### Locale of the Study

This study was conducted during the 1963-1965 school years with the details of research carried out at the writer's home in Pembroke, Georgia and Atlanta University, Atlanta, Georgia.

#### Materials of the Study

The basic materials used in this study were the twelve selected books enumerated below:

1. Supervision: A Social Process, Barr and Brueckner<sup>2</sup>
2. Supervision for Better Schools, Wiles<sup>3</sup>
3. Instructional Supervision, Melchior<sup>4</sup>

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<sup>1</sup>  
Arvil S. Barr, William H. Burton and Leo J. Brueckner, Supervision (New York: Appleton-Century-Crofts, Inc., 1947), p. 11.

<sup>2</sup>  
William H. Burton and Leo J. Brueckner, Supervision: A Social Process (New York: Appleton-Crofts, Inc., 1955).

<sup>3</sup>  
Kimball Wiles, Supervision for Better Schools (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1955).

<sup>4</sup>  
William T. Melchior, Instructional Supervision (Boston: D. C. Heath and Company, 1950).

4. Supervision as Leadership, Franseth<sup>1</sup>
5. Theory and Practice of Supervision, Gwynn<sup>2</sup>
6. Supervision as Human Relations, Bartky<sup>3</sup>
7. Basic Principles of Supervision, Adams and Dickey<sup>4</sup>
8. Supervision, Barr, Burton and Brueckner<sup>5</sup>
9. Improving the Supervision of Instruction, Spears<sup>6</sup>
10. The Supervision of Elementary Subjects, Burton<sup>7</sup>
11. Supervision in the Elementary School, Reeder<sup>8</sup>
12. Supervision as Co-operative Action, Crosby<sup>9</sup>

#### Method of Research and Operational Procedures

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<sup>1</sup>  
Jane Franseth, Supervision as Leadership (Evanston, Illinois: Row Peterson and Company, 1961).

<sup>2</sup>  
J. Minor Gwynn, Theory and Practice of Supervision (Toronto, New York: Dodd, Mead and Company, 1961).

<sup>3</sup>  
John A. Bartky, Supervision as Human Relations (Boston: D. C. Heath and Company, 1953).

<sup>4</sup>  
Harold P. Adams and F. G. Dickey, Basic Principles of Supervision (New York: American Book Company, 1953).

<sup>5</sup>  
Barr, Burton and Brueckner, Ibid.

<sup>6</sup>  
Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1954).

<sup>7</sup>  
William H. Burton, Supervision of Elementary Subjects (New York: D. Appleton and Company, 1929).

<sup>8</sup>  
Edwin H. Reeder, Supervision in the Elementary School (Boston: Houghton-Mifflin Company, 1953).

<sup>9</sup>  
Muriel Crosby, Supervision as Co-operative Action (New York: Appleton-Century-Crofts, Inc., 1957).



The Descriptive-Survey Method of research, employing the technique of content analysis, was used to collect the data.

The procedural steps used in conducting this research were the following:

1. The pertinent related literature was reviewed, summarized and presented in the final thesis copy.
2. The twelve selected books on supervision were thoroughly read, analyzed and evaluated according to the selected areas of supervision.
3. Seven areas of the supervisory function as identified under Purpose of the Study were selected as the approaches and emphases of the "content analysis" of the selected texts.
4. Specific topic-areas were subsumed under each of the seven major areas so as to make more identifiable, specific, and discriminating the respective facets of the overall "content analysis."
5. A table which portrayed the detailed analysis-items was prepared for each of the seven major areas of the problem.
6. The analysis and synthesis of the data on each of the seven problem-areas were statistically treated with reference to the frequency and per cent of each data-item as shown in the tables.
7. The findings, conclusions, implications and recommendations were formulated and are to be found incorporated in the finished thesis copy.

#### Survey of Related Literature

The related literature on supervision was quite voluminous; however, few related studies, if any, had been done as ascertained by the writer. Therefore, for the purpose of this immediate research selected facets of the literature pertinent to this problem were reviewed and organized around the following areas of emphasis:

1. The nature and scope of the philosophy of supervision

2. The nature and scope of the objectives of supervision
3. The methodologies used in supervision
4. The organizational patterns of the supervisory program
5. The leadership role in supervision
6. The research function in supervision
7. The contrast between democratic and authoritarian types of supervisory direction

The survey of literature which follows serves to anticipate the direction and scope of the full survey of the related literature which pertains to the problem of this research.

The philosophy of supervision.--Since 1920, major concepts of supervision have been influenced by changes in the public's conception. Disagreement among both professional educators and the public insofar as the historical development of the main responsibilities and tasks of the supervisor is a four-fold uncertainty which comes natural under the circumstances as described by Gwynn in the following statements:

In the first place, the school administrator may have one concept of the supervisor's job which is not held by the supervisor, by the teacher, or by the community. In the second place, the supervisor may consider his responsibilities to be different in some respects from those expected of him by the administrator, the teacher, or the public. In the third place, the teacher's idea of how supervision can help him may differ from the ideas of the principal, the supervisor, or the parents. And finally, the community's idea of what the supervisor should be doing may not be closely related to the concept of the task held by the superintendent, the supervisor, or the teacher.<sup>1</sup>

The modern definition of supervision is synonymous with the major areas of the supervisory function being centered more upon the aim, structure, and fundamental processes of education and less upon the minute, specific, day-to-day devices of classroom procedure. The

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<sup>1</sup>

J. Minor Gwynn, Theory and Practice of Supervision (Toronto, New York: Dodd, Mead and Company, 1961), pp. 19-22.

characteristics of supervision are summarized by Barr and others in the following:

1. Modern supervision directs attention toward the fundamentals of education and orients learning and its improvement within the general aim of education.
2. The aim of supervision is the improvement of the total teaching-learning process, the total setting for learning rather than the narrow and limited aim of improving teachers in service.
3. The focus is on a situation, not a person or group of persons. All persons are co-workers aiming at the improvement of a situation. One group is not superior to another, operating to "improve" the inferior group.
4. The teacher is removed from his embarrassing position as the focus of attention and the weak link in the educational process. He assumes his rightful position as a cooperative member of a total group concerned with the improvement of learning.<sup>1</sup>

In the broadest sense, the study of supervision does not deal merely with a single functionary, the supervisor, but with any of several educational leaders. "Supervision" means, essentially, "superior vision." Melchior emphasizes the significance of the "superior vision," thusly:

The rapidly increasing complexity of society has only heightened our appreciation of the fact that not only every school but every home and other social institution, every national and international agency of government, requires supervisory leadership of superior vision.<sup>2</sup>

Another view of the supervisor's characterization as a service to promote growth through assuming responsibility and creativity rather

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<sup>1</sup>  
Arvil S. Barr, et. al., Supervision (New York: Appleton-Century-Crofts, Inc., 1947), p. 13.

<sup>2</sup>  
William T. Melchior, Instructional Supervision (New York: Appleton-Century-Crofts, Inc., 1947), p. 13.

than dependency and conformity is presented by Wiles:

The supervisor's role has become supporting, assisting, and sharing, rather than directing.<sup>1</sup>

Objectives of supervision.---The ultimate value of instructional supervision is its effect upon pupil's lives now and in the future. In this connection, Wiles sees the optimum "climate" which instructional supervision should seek to develop and maintain, thusly:

Instructional supervision must provide: leadership that develops a unified school program and enrich the environment for all teachers; the type of emotional atmosphere in which all are accepted and feel that they belong; opportunities to think and work together effectively as a faculty group, personnel procedures that give the teacher confidence in the school system; and program change based on honest evaluation. Such supervisory activities produce the type of school in which teachers and pupils grow in their capacity to evolve more worth while learning experiences for children.<sup>2</sup>

Another report made by Wiles on the value of instructional supervision indicated that:

The basic function of supervision is to improve the learning situation for children. If any person in a supervisory position is not contributing to more effective learning in the classroom, his existence in that position cannot be justified. Organization, equipment, staff relationships, and teacher welfare are important only as devices for improving learning opportunities for children. Supervision is a service activity that exists to help teachers to do their jobs better.<sup>3</sup>

The methodologies used in supervision.---The approaches to supervision differ widely as philosophies advocate different supervision emphases. Bartky has cited a few of the popular concepts in the light

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<sup>1</sup> Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1955), p. 8.

<sup>2</sup> Ibid., p. 10.

<sup>3</sup> Ibid., p. 3.

of the philosophical, psychological, and sociological principles which undergird them, as:

1. Autocratic supervision
2. Inspectional supervision
3. Representative supervision
4. Cooperative-democratic supervision
5. Invitational supervision
6. Scientific supervision
7. Creative supervision<sup>1</sup>

Henderson reports the role of the supervisor as follows:

Supervision, guidance, leadership - whatever we may call it -- it is present wherever two or more people meet who are interested in child growth and development. If we agree that the three are synonymous, then every teacher is supervising some one at some time during the day. Good supervision is based on leadership which brings out the best in the individual through a complete understanding of his potentialities and problems. To help the individual, it is necessary to develop a closer and more human relationship.<sup>2</sup>

It is a common conception among educators that the appraisal of pupil progress involves certain principles which are basic to instruction and to learning. For the supervisor, it means carefully grouping pupils on some educational level according to age, achievement, ability, needs, interests, and special aptitudes; it means that methods and the materials of instruction must be adapted to the mental, physical, educational, and social maturity of the pupils; it means that promotion and nonpromotion policies and practices necessitate many adjustments from school to school within a school system.

More and more educators are coming to believe that the processes

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<sup>1</sup>  
John A. Bartky, Supervision as Human Relations (Boston: D. C. Heath and Company, 1953), p. 14.

<sup>2</sup>  
Mary A. Henderson, "When Teachers Supervise," Educational Leadership, II (January, 1945), p. 155.

of learning, teaching, administering, call for an over-all integration in spirit and substance which must be achieved through the cooperating interaction of all concerned with the Teaching-Learning Situation.

Barr, Burton and Breuckner pin-point the challenge, in these words:

Curriculum directors, (supervisors) research specialists, diagnosticians, remedial workers, guidance officers, deal not with separate subjects of materials but with all aspects of the child's personality, the whole curriculum, the whole educational program.<sup>1</sup>

According to Whiting, a good supervisor, in observing the teaching of children, will do four things.

1. With an unprejudiced mind, and with an attitude of helpfulness, see what takes place.
2. Diagnose what takes place.
3. Pick out strong and weak points, and formulate suggestions for improvement before having a conference with the teacher.
4. Have a private conference in order that the teacher may feel free to discuss her problems.<sup>2</sup>

There is increasing evidence of the effects of certain educational procedures upon the learner and upon learning. In this connection Burton and Brueckner point out that education should emphasize the acquisition of patterns of thought and effective habits of thinking:

Modern educational theory stresses the point that instruction should be organized that the pupils not only learn subject matter and skills of genuine social value and significance, but also acquire patterns of thought and effective habits of thinking.<sup>3</sup>

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<sup>1</sup>  
Barr, et. al., op. cit., p. 519.

<sup>2</sup>  
Helen A. Whiting, "Planning Together and Following Through," Atlanta: Georgia State Department of Education, (1945), p. 32.

<sup>3</sup>  
Burton and Brueckner, op. cit., p. 519.

The organizational patterns of the supervisory program.--Some guiding principles and/or techniques control the purposes and/or objectives of learning and of supervision. These specific ways of doing things (techniques), and the fundamental truth which guides thinking or action (principles), are developed by efforts or individuals to achieve purposes.

The basic factor to consider in selecting a technique is how well it can be adapted to the need rather than selecting one technique over others because of availability. Hence, the principles and techniques of supervision are necessary and important and should be chosen with great discrimination to fit given needs or circumstances which inhere in particular Teaching-Learning Situations. According to Burton, some of these guiding principles are as follows:

1. Learning should be purposeful.
2. Wide differences exist within all groups of learners in readiness, interest, level of understanding, and in many other traits.
3. Practice is needed to refine and perfect skills but this practice is more effective when distributed.
4. Pupils do not all learn at the same rate or in the same way.<sup>1</sup>

Supervision involves techniques of working together and getting jobs done. Therefore, the supervisor serves as a leader in the techniques of improving schools through - teachers' meetings, curriculum workshops, curriculum committees, discussion groups, pre-school conferences, professional associations, developing a materials center, providing a professional library for teachers, summer camps for both pupils and teachers, travel seminars, demonstration teaching,

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<sup>1</sup>  
Burton, Ibid., p. 73.

interclass and interschool visitation, and many other effective techniques of supervision.

Edwards in relating the activities of supervisors states that:

If one were to make a check list of the scope of supervisory activity, he would obtain an almost unending number of items - assisting emergency teachers, helping faculties select textbooks, handing out forms and information pertaining to school lunch, promoting Junior Red Cross, speaking to P. T. A. groups, visiting classrooms, holding group meetings, making reports and many other activities. A part of the education of a supervisor's work is to be found in a description of the major things which command attention. Employing a supervisor ought to mean, in the long run, that there would be steady progress toward better instructional opportunities for boys and girls.<sup>1</sup>

The leadership role in supervision.--The areas of the supervisory function involve the responsibility of encouraging leadership in others. For the supervisor, it means providing ways of establishing common goals, building high morale among associates, creating a wholesome school situation, working cooperatively with the community members, and evaluating with skill in the use of evaluation procedures.

If leadership is to be developed in all personnel members of a school or system, the supervisory program must exert its energies upon varied facets of the total educational enterprise. In this connection Spears outlines the several crucial tasks of the supervisor as:

1. Helping teachers as individuals and as groups with their instructional problems.
2. Co-ordinating the total instructional effort into a well-balanced program.
3. Providing proper conditions for the continuous in-service growth of teachers, supervisors and administrators.

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W. T. Edwards, "Charting the Supervisory Course," Educational Leadership, IV (May, 1947), p. 527.



#### 4. Developing proper and adequate instructional materials.<sup>1</sup>

To a large degree, the personality factors, esprit de corps, and professionalism determine the effectiveness of any school system. But, another important factor is organization. To this end, the supervisor, and other persons with special functions, minimize limitations in the training of teachers, in the size of the staff, and in materials of instruction through careful organization. Spears emphasizes the critical importance of organization in carrying on supervision in these words:

To carry out this function, supervision does not need to be organized as a police action. It is not the enforcement of infallible laws of learning or techniques of teaching. It achieves efficiency only to the degree that it helps teachers. An effective program of leadership grows from the needs of teachers who are tussling with the many aspects of the development of the pupils. This is its foundation. Instruction is dependent upon supervision and supervision upon organization.<sup>2</sup>

It is recognized that in-service training is vital to the continuing upgrading of the academic and professional training of personnel as well as to the upgrading of teacher proficiency, if school children and youth are to gain the most out of their learning experiences.

In the report of "In-Service Education of Elementary and Secondary School Teachers," Parker reports:

The development of collaborative working arrangements between elementary and secondary schools and institutions of higher learning, for the purpose of stimulating in-service training, growth continues to be a growing trend. Jordan and Goodlad wrote a progress report of the Atlanta Area Teacher Education Service, an in-service venture in which six institutions of higher learning, three county school systems, and three

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<sup>1</sup> Harold Spear, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1954), p. 177.

<sup>2</sup> Ibid., p. 114.

city school systems pooled their resources. Osborne developed a Preferential Training Needs Record for determining the in-service training experiences which college instructors and local administrators felt the teachers needed.<sup>1</sup>

Summary of related literature.--The related literature reviewed was concerned with the over-all pattern of the supervisory function, together with the identifiable broad areas of the specific tasks, activities, and responsibilities carried on by the supervisor, curriculum director or resource-teacher as these pertain to the Teaching-Learning Situation. This current survey of the literature is summarized in the significant abstracted statements and/or generalizations pertinent to the supervisory function which are presented below.

1. Since 1920, the contrasting views of the conceptualizations of the philosophy and/or objectives of supervision have met with varying circumstances. The disagreement among both professional educators and the public insofar as the main responsibilities and/or tasks of the supervisor has been attributed to the rapidly increasing complexity of society; the value and significance of more purposeful learning; and, effective supervisory practices directed toward the total educational process rather than the minute, specific, day-to-day procedures of former years.
2. The major functions of the supervisor involve the responsibilities of improving schools through an effort to achieve the purposes of learning and of supervision. To this end,

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<sup>1</sup>  
Cecil Parker, "In-Service Education of Elementary and Secondary Schools," Review of Educational Research, XXII (June, 1952), p. 155.

the supervisor is challenged with three special functions:

(a) To improve the learning opportunities for children by creating a school climate in which experiences are available to the learner on an optimum educational level with respect to age, achievement, ability, needs, interests, and special aptitudes, (b) To upgrade the academic and professional training of teachers in service through collaborative working arrangements between elementary and secondary schools and institutions of higher learning, and (c) To evaluate methods and materials of instruction designed to foster learning according to the child's unique potentialities and problems.

3. The areas of the supervisory function deal not with a single person or aspect of the process but with the many aspects of the development of pupils and with any of several educational leaders working to improve a situation within the general aim of education.
4. Organization as a factor in supervision determines the effectiveness of all of the teacher-procedures and pupil-activities carried on in the total teaching-learning situation.
5. Supervisory leadership which contributes to the promotion of desirable growth of the individual command responsibility and creativity rather than dependency and conformity.
6. It is recognized that the supervisor assumes his rightful role by supporting, assisting, and sharing (democratic) rather than directing (authoritarian) the myriad of tasks and responsibilities pertinent to an effective teaching-

learning situation and/or the total educational enterprise.

7. In more recent years the supervisor has been more concerned with participating in and directing research concerned with curriculum content, methodologies of instruction, appraisal of pupil progress, and group dynamics.
8. In recent years increasing emphasis has been placed upon the role of the supervisor as being a resource and consultative person rather than that of classroom inspection and demonstration.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

#### Organization and Treatment of Data

Points-of-departure.--This study was limited to a selected list of twelve (12) textbooks on Supervision which are widely used as texts and/or reference sources in courses on Supervision. This was an arbitrary selection of the texts by this researcher, consequently, other researchers might well have selected a different list of texts, the same texts or some of the entries on this list.

The twelve books were selected on the basis of their inclusion of the seven areas of interest or concern or emphasis on the "supervisory function" commonly found in the textbooks and are commonly the frame-of-reference for course Outlines or Syllabii in classes in Supervision in colleges and universities.

The twelve source textbooks.--The twelve textbooks used in the development of the content analysis were:

1. Barr and Brueckner, Supervision: A Social Process
2. Wiles, Supervision for Better Schools
3. Melchior, Instructional Supervision
4. Franseth, Supervision as Leadership
5. Gwynn, Theory and Practice of Supervision
6. Bartky, Supervision as Human Relations
7. Adams and Dickey, Basic Principles of Supervision
8. Barr, Burton and Brueckner, Supervision
9. Spears, Improving the Supervision of Instruction
10. Burton, The Supervision of Elementary Subjects
11. Reeder, Supervision in the Elementary School
12. Crosby, Supervision as Co-operative Action

Selected areas in the supervisory function.--To fulfill the purposes of the projected "content analysis," the seven selected areas of emphasis in the over-all function of supervision for appraisal were: (1) Concepts in the philosophy of supervision; (2) Concepts in the objectives of supervision; (3) Organizational patterns of the supervisory program; (4) Methodologies in supervision; (5) Leadership role in supervision; (6) Research function in supervision; and (7) Contrast of democratic and authoritarian types of supervisory direction.

Pagination of books and topics.--The proportion of space allotted to the books and the respective areas of emphasis treated were ascertained; for pagination is one of the indices of appraisal used in the content analysis of materials.

Further, the pagination was made in a two-fold manner, first: (a) The number and per cent of pages used to treat a topic in each of the respective books, and (b) second, The total number of pages on each topic treated in all of the twelve books. These categories of data are shown in Tables 1-10, pages 22, 37, 51, 63, 77, 89, 103, 116, 131 and 134.

Tabular presentation of analysis of data.--The data which pertained to the content analysis of the quality and quantity in treatment of the seven areas of emphasis in the supervisory function were assembled in a series of tables and/or charts arranged thusly:

1. There were nine basic tables, one for each of the areas of selected emphasis in supervision, which identified the number of pages in the treatment correlated according to

texts and the seven topics for each source-book. That is, each table was organized to carry:

- (a) The listing of the 12 textbooks
- (b) The major areas of emphasis in supervision
- (c) The sub-topics under the major areas

These nine tables were designed to constitute and were used as the frames-of-reference of the content analyses and interpretations which fulfilled the general and specific purposes of the research.

#### Pagination of Books and Areas of Supervision Treated

This section of the research-report presents the content analysis of the "distribution of pages devoted to the selected areas of supervision" found in the twelve source books. The quantitative indices are presented in Table 1, page 22.

Barr and Brueckner, Supervision: A Social Process.---The number of pages given over to the treatment of the selected areas of supervision, according to Barr and Brueckner, ranged from a low of 44 or 6.1 per cent of the pages devoted to the organizational patterns of the supervisory program to a high of 223½ or 31.2 per cent of the pages devoted to the nature and scope of the philosophy of supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 101 or 14.1 per cent of the pages devoted to the nature and scope of the objectives of supervision; 99 or 13.8 per cent of the pages devoted to the contrast of democratic and authoritarian direction; 94 or 13.1 per cent of the pages devoted to the methodologies used in supervision; 77 or 10.7 per cent of the pages devoted to the leadership role of supervision and 76 or 10.6 per cent of the pages devoted to the

TABLE 1

DISTRIBUTION OF THE TOTAL NUMBER OF PAGES IN THE TWELVE SELECTED TEXTBOOKS AND THE NUMERICAL RATING OF THE TOTAL NUMBER OF PAGES DEVOTED TO THE SEVEN SELECTED AREAS OF SUPERVISION

Textbooks	Concepts/Areas										
	1. The Nature and Scope of the Philosophy of Supervision	2. The Nature and Scope of the Objectives of Supervision	3. The Methodologies Used in Supervision	4. The Organizational Patterns of the Supervisory Program	5. The Leadership Role of Supervision	6. The Research Function in Supervision	7. The Contrast of Democratic and Authoritarian Direction	Total Number of Pages Devoted to the Concepts	Total Pages Devoted to Other Concepts not Listed	Total Number of Pages in the Textbook	Numerical Rating of Total Number of Pages in the Text
<u>Supervision: A Social Process, Barr &amp; Brueckner</u>	31.2 223½	41.1 101	13.1 94	6.1 44	10.7 77	10.6 76	13.8 99	714½	½	715	2
<u>Supervision for Better Schools, Wiles</u>	32.3 129	11 44	20.3 81	4.3 17	8.8 35	7.8 31	12.2 49	386	13	399	7
<u>Instructional Supervision, Melchior</u>	18.8 91	20.4 99	22.9 111	3.7 18	10.9 53	4.7 23	11.1 54	449	36	485	4
<u>Supervision as Leadership, Franseth</u>	22.3 84	24.5 92	1.3 49	9.6 36	7.9 30	5.9 22	13 49	362	14	376	9
<u>Theory and Practice of Supervision, Gwynn</u>	27.2 125	27 124	12.4 57	8.9 41	7.4 34	8.7 40	8.2 38	459	14	473	6
<u>Supervision as Human Relations, Bartky</u>	12.6 39	25.3 78	12.9 40	1.4 29	9.7 30	5.5 17	14.6 45	278	30	308	12
<u>Basic Principles of Supervision, Adams &amp; Dickey</u>	27.5 88	14.3 46	10.3 33	7.8 25	10 32	3.7 12	8.7 28	264	56	320	10
<u>Supervision, Barr, Burton, &amp; Brueckner</u>	29.5 240	21.2 175	15.2 126	13.1 108	9.2 76	1.9 16	9.7 80	824	55	879	1
<u>Improving the Supervision of Instruction, Spears</u>	22.8 109	10.4 50	14.8 71	6.3 30	17.8 85	7.9 38	16.5 79	462	16	478	5
<u>Supervision of Elementary Subjects, Burton</u>	15.1 107	17.9 127	19.8 141	3.5 25	12.9 92	2.9 21	11.8 84	557	113	710	3



TABLE 1--Continued

	Concepts/Areas										
	1. The Nature and Scope of the Philosophy of Supervision	2. The Nature and Scope of the Objectives of Supervision	3. The Methodologies Used in Supervi- sion	4. The Organizational Patterns of the Supervisory Pro- gram	5. The Leadership Role of Supervision	6. The Research Func- tion in Supervi- sion	7. The Contrast of Democratic and Authoritarian Direction	Total Number of Pages Devoted to the Concepts	Total Pages Devoted to Other Concepts not Listed	Total Number of Pages in the Text- book	Numerical Rating of Total Number of Pages in the Text
Textbooks											
<u>Supervision in the Elementary School, Reeder</u>	30 116	27.2 105	14.5 56	8.5 33	5.4 21	2.8 11	10.8 42	384	2	386	8
<u>Supervision as Co-Operative Action, Crosby</u>	25.1 84	17.3 58	16.4 55	3.3 11	3.8 13	11 37	16.4 55	313	21	334	11
Totals	1438½	1099	914	417	578	344	702	5492½	370½	5863	

TABLE 1--Continued

Textbooks	Concepts/Areas								Rating of Text Accord- ing to Total Number Pages Devoted to the Concepts
	Numerical Rating for:	Area - 1	Area - 2	Area - 3	Area - 4	Area - 5	Area - 6	Area - 7	
<u>Supervision: A Social Process</u> <u>Barr &amp; Brueckner</u>		2	5	4	2	3	1	1	2
<u>Supervision for Better Schools</u> <u>Wiles</u>		3	12	5	10	6	5	7	7
<u>Instructional Supervision,</u> <u>Melchior</u>		8	6	3	9	5	6	6	6
<u>Supervision as Leadership,</u> <u>Franseth</u>		10	7	10	4	9	7	7	9
<u>Theory and Practice of</u> <u>Supervision, Gwynn</u>		4	3	7	3	7	2	10	5
<u>Supervision as Human Relations,</u> <u>Bartky</u>		11	8	11	7	9	9	8	11
<u>Basic Principales of Super-</u> <u>vision, Adams &amp; Dickey</u>		9	11	12	8	8	11	11	12

TABLE 1--Continued

Textbooks	Concepts/Areas							
	Numerical Rating for:	Area - 1	Area - 2	Area - 3	Area - 4	Area - 5	Area - 6	Area - 7
<u>Supervision</u> , Barr, Burton, & Brueckner		1	1	2	1	4	10	3
<u>Improving the Supervision of Instruction</u> , Spears		6	10	6	6	2	3	4
<u>Supervision of Elementary Subjects</u> , Burton		7	2	1	8	1	8	2

research role in supervision.

The  $714\frac{1}{2}$  out of a total of 715 pages in the text - Supervision: A Social Process, which were devoted to the selected areas of supervision, indicated that this text ranked second among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining  $\frac{1}{2}$  page is given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Wiles, Supervision for Better Schools.--The number of pages given over to the treatment of the selected areas of supervision, according to Wiles, ranged from a low of 17 or 4.3 per cent of the pages devoted to the organizational patterns of the supervisory program to a high of 129 or 32.3 per cent of the pages devoted to the nature and scope of the philosophy of supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 81 or 20.3 per cent of the pages devoted to the methodologies used in supervision; 49 or 12.2 per cent of the pages devoted to the contrast of democratic and authoritarian direction; 44 or 11 per cent of the pages devoted to the nature and scope of the objectives of supervision; 35 or 8.8 per cent of the pages devoted to the leadership role in supervision; and 31 or 7.8 per cent of the pages devoted to the research function in supervision.

The 386 out of a total of 399 pages in the text - Supervision for Better Schools, which were devoted to the selected areas of supervision,

indicated that this text ranked seventh among the twelve texts examined in its emphasis according to the number of pages used, in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 13 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Melchior, Instructional Supervision.---The number of pages given over to the treatment of the selected areas of supervision, according to Melchior, ranged from a low of 18 or 3.7 per cent of the pages devoted to the organizational patterns of the supervisory program to a high of 111 or 22.9 per cent of the pages devoted to the methodologies used in supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 99 or 20.4 per cent of the pages devoted to the nature and scope of the objectives of supervision; 91 or 18.8 per cent of the pages devoted to the nature and scope of the philosophy of supervision; 54 or 11.1 per cent of the pages devoted to the contrast of democratic and authoritarian direction; 53 or 10.9 per cent of the pages devoted to the leadership role of supervision and 23 or 4.7 per cent of the pages devoted to the research function in supervision.

The 449 out of a total of 485 pages in the text - Instructional Supervision, which were devoted to the selected areas of supervision, indicated that this text ranked sixth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total

pattern of the supervisory function. The remaining 36 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Franseth, Supervision as Leadership.--The number of pages given over to the treatment of the selected areas of supervision, according to Franseth, ranged from a low of 22 or 5.9 per cent of the pages devoted to the research function in supervision to a high of 92 or 24.5 per cent of the pages devoted to the nature and scope of the objectives of supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 84 or 22.3 per cent of the pages devoted to the nature and scope of the philosophy of supervision; 49 or 13 per cent of the pages devoted to both the methodologies used in supervision and the contrast of democratic and authoritarian direction; 36 or 9.6 per cent of the pages devoted to the organizational patterns of supervisory program; 30 or 7.9 per cent of the pages devoted to the leadership role of supervision.

The 362 out of a total of 376 pages in the text - Supervision as Leadership, which were devoted to the selected areas of supervision, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 114 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Gwynn, Theory and Practice of Supervision.--The number of pages given over to the treatment of the selected areas of supervision, according to Gwynn, ranged from a low of 34 or 7.2 per cent of the pages devoted to the leadership role of supervision to a high of 124 or 26.2 per cent of the pages devoted to both the nature and scope of the philosophy of supervision and the nature and scope of the objectives of supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 57 or 12.1 per cent of the pages devoted to the methodologies used in supervision; 41 or 8.5 per cent of the pages devoted to the organizational patterns of the supervisory program; 40 or 8.5 per cent of the pages devoted to the research function of supervision and 38 or 8 per cent of the pages devoted to the contrast of democratic and authoritarian direction.

The 459 out of a total of 473 pages in the text - Theory and Practice of Supervision, which were devoted to the selected areas of supervision, indicated that this text ranked fifth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 14 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Bartky, Supervision as Human Relations.--The number of pages given over to the treatment of the selected areas of supervision, according to Bartky, ranged from a low of 17 or 5.5 per cent of the pages devoted to the research function in supervision to a high of 78 or 25.3 per cent

of the pages devoted to the nature and scope of the objectives of supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 45 or 14.6 per cent of the pages devoted to the contrast of democratic and authoritarian direction; 40 or 12.9 per cent of the pages devoted to the methodologies used in supervision; 39 or 12.6 per cent of the pages devoted to the nature and scope of the philosophy of supervision; 30 or 9.7 per cent of the pages devoted to the leadership role of supervision and 29 or 9.4 per cent of the pages devoted to the organizational patterns of the supervisory program.

The 278 out of a total of 308 pages in the text - Supervision as Human Relations, which were devoted to the selected areas of supervision, indicated that this text ranked eleventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 30 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Adams and Dickey, Basic Principles of Supervision.--The number of pages given over to the treatment of the selected areas of supervision, according to Adams and Dickey, ranged from a low of 12 or 3.7 per cent of the pages devoted to the research function in supervision to a high of 88 or 27.5 per cent of the pages devoted to the nature and scope of the philosophy of supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 46 or 14.3 per



cent of the pages devoted to the nature and scope of the objectives of supervision; 33 or 10.3 per cent of the pages devoted to the leadership role of supervision; 28 or 8.7 per cent of the pages devoted to the contrast of democratic and authoritarian direction and 25 or 7.8 per cent of the pages devoted to the organizational patterns of the supervisory program.

The 264 out of a total of 320 pages in the text - Basic Principles of Supervision, which were devoted to the selected areas of supervision, indicated that this text ranked twelfth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 56 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Barr, Burton, and Brueckner, Supervision.--The number of pages given over to the treatment of the selected areas of supervision, according to Barr, Burton, and Brueckner, ranged from a low of 16 or 1.8 per cent of the pages devoted to the research function of supervision to a high of 243 or 27.6 per cent of the pages devoted to the nature and scope of the philosophy of supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 175 or 19.9 per cent of the pages devoted to the nature and scope of the objectives of supervision; 126 or 14.3 per cent of the pages devoted to the methodologies used in supervision; 108 or 12.2 per cent of the

pages devoted to the organizational patterns of the supervisory program; 80 or 9.1 per cent of the pages devoted to the contrast of democratic and authoritarian direction and 76 or 8.6 per cent of the pages devoted to the leadership role of supervision.

The 824 out of a total of 879 pages in the text - Supervision, which were devoted to the selected areas of supervision, indicated that this text ranked first among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 55 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Spears, Improving the Supervision of Instruction.--The number of pages given over to the treatment of the selected areas of supervision, according to Spears, ranged from a low of 30 or 6.3 per cent of the pages devoted to the organizational patterns of the supervisory program to a high of 109 or 22.8 per cent of the pages devoted to the nature and scope of the philosophy of supervision. The number of pages of treatment of the remaining concepts ranked as follows: 85 or 17.8 per cent of the pages devoted to the leadership role of supervision; 79 or 16.5 per cent of the pages devoted to the contrast of democratic and authoritarian direction; 71 or 14.8 per cent of the pages devoted to the methodologies used in supervision; 50 or 10.4 per cent of the pages devoted to the nature and scope of the objectives of supervision; and, 38 or 7.9 per cent of the pages devoted to the

research function of supervision.

The 462 out of a total of 478 pages in the text - Improving the Supervision of Instruction, which were devoted to the selected areas supervision, indicated that this text ranked fourth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 16 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Burton, Supervision of Elementary Subjects.--The number of pages given over to the treatment of the selected areas of supervision, according to Burton, ranged from a low of 21 or 2.9 per cent of the pages devoted to the research function in supervision to a high of 141 or 19.8 per cent of the pages devoted to the methodologies used in supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 127 or 17.9 per cent of the pages devoted to the nature and scope of the objectives of supervision; 107 or 15.1 per cent of the pages devoted to the nature and scope of the philosophy of supervision; 92 or 12.9 per cent of the pages devoted to the leadership role of supervision; 84 or 11.8 per cent of the pages devoted to the contrast of democratic and authoritarian direction and 25 or 3.5 per cent of the pages devoted to the organizational patterns of the supervisory program.

The 597 out of a total of 710 pages in the text - Supervision of

Elementary Subjects, which were devoted to the selected areas of supervision, indicated that this text ranked third among the twelve texts examined in its emphasis according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 113 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Reeder, Supervision in the Elementary School.--The number of pages given over to the treatment of the selected areas of supervision, according to Reeder, ranged from a low of 11 or 2.8 per cent of the pages devoted to the research function in supervision to a high of 116 or 30 per cent of the pages devoted to the nature and scope of the philosophy of supervision. The number of pages of treatment of the remaining selected areas of supervision ranked as follows: 105 or 27.2 per cent of the pages devoted to the nature and scope of the objectives of supervision; 56 or 14.5 per cent of the pages devoted to the methodologies used in supervision; 42 or 10.8 per cent of the pages devoted to the contrast of democratic and authoritarian direction; 33 or 8.5 per cent of the pages devoted to the organizational patterns of the supervisory program, and 21 or 5.4 per cent of the pages devoted to the leadership role of supervision.

The 384 out of a total of 386 pages in the text - Supervision in the Elementary School, which were devoted to the selected areas of supervision, indicated that this text ranked eighth among the twelve texts examined in its emphasis, according to the number of pages used

in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 2 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Crosby, Supervision as Co-operative Action.---The number of pages given over to the treatment of the selected areas of supervision, according to Crosby, ranged from a low of 11 or 3.3 per cent of the pages devoted to the organizational patterns of the supervisory program to a high of 84 or 25.1 per cent of the pages devoted to the nature and scope of the philosophy of supervision. The number of pages of treatment of the remaining selected areas ranked as follows: 58 or 17.3 per cent of the pages devoted to the nature and scope of the objectives of supervision; 55 or 16.4 per cent of the pages devoted to both the methodologies used in supervision and the contrast of democratic and authoritarian direction; 37 or 11 per cent of the pages devoted to the research function in supervision and 13 or 3.8 per cent of the pages devoted to the leadership role in supervision.

The 313 out of a total of 334 pages in the text - Supervision as Co-operative Action, which were devoted to the selected areas of supervision, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the selected areas as a significant area of concern in the total pattern of the supervisory function. The remaining 21 pages are given over to the treatment of the concepts, principles and procedures not subsumed under the seven frames-of-

reference established for the content-analysis.

Within the over-all pattern of the selected areas of emphasis on supervision, the specific areas ranged from a low of 344 for the research role of supervision to a high of 1438.5 for the nature and scope of the philosophy of supervision. The selected areas or facets of supervision identified indicated for greater emphasis of treatment among the source-texts ranked as follows: (1) The nature and scope of the philosophy of supervision, (2) The nature and scope of the objectives of supervision, and (3) The methodologies used in supervision.

#### Concepts in the Philosophy of Supervision

This section of the research-report presents the content analysis of the "concepts of the philosophy of supervision" found in the twelve source-books. The quantitative indices are presented in Table 2, page 37.

Barr and Brueckner, Supervision: A Social Process.--The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Barr and Brueckner, ranged from a low of 5 or 2.2 per cent of the pages devoted to developing and revising curriculum materials to a high of 63.5 or 28.5 per cent of the pages devoted to selection and revision of educational objectives. The number of pages of treatment of the remaining concepts ranked as follows: 42 or 18.8 per cent of the pages devoted to resourceful in human, conceptual and technical skills; 31 or 13.9 per cent of the pages devoted to evaluation of learning instruction; 28 or 12.1 per

TABLE 2

## CONCEPTS IN THE PHILOSOPHY OF SUPERVISION

Textbooks	Concepts/Areas									
	1. Selection and Revision of Educational Objectives	2. Professional Growth and Development of Teachers	3. Maximum and Effective Use of School Services	4. Resourceful in Human, Conceptual, and Technical Skills	5. Selection of Instructional Materials	6. Developing and Revising Materials	7. Evaluation of Learning Instruction	8. Democratic Procedures in Group Endeavors	9. Total Number of Pages in Text Devoted to the Concepts	10. Rating of Text Among the Twelve Texts Examined
<u>Supervision: A Social Process,</u> Barr & Brueckner	28.5 63½	5.8 13	6.7 15	18.8 42	11.5 26	2.2 5	13.9 31	12.1 28	223½	2
<u>Supervision for Better Schools,</u> Wiles	21.7 28	34.1 43	6.2 8	14.7 19	3.5 8	1.5 2	5.4 7	10.8 14	129	3
<u>Instructional Supervision,</u> Melchior	6.7 6	10.9 10	12.1 11	7.7 7	25.4 23	1.1 1	21.9 20	14.3 13	91	8
<u>Supervision as Leadership,</u> Franseth	1.2 1	36.9 31	1.9 2	36.9 31			2.5 8	13.1 11	84	10
<u>Theory and Practice of Supervision,</u> Gwynn	17.6 22	4.8 6	1.6 2	15.2 19	20 25	.8 1	24 30	16 20	125	4
<u>Supervision as Human Relations,</u> Bartky	15.3 6	38.5 15	25.6 10					8.9 8	39	11
<u>Basic Principles of Supervision,</u> Adams & Dickey	20.5 18	11.4 10	2.3 2	6.8 6	4.7 4	18.1 16	22.7 20	13.7 12	88	9
<u>Supervision, Barr, Burton, &amp; Brueckner</u>	18.9 46	13.5 34	4.6 11	9.5 23	13.5 34	6.2 15	19.8 48	13.2 32	243	1
<u>Improving the Supervision of Instruction,</u> Spears	22 24	14.7 16	12.8 14	13.8 15	4.5 5		14.7 16	17.4 19	109	6
<u>Supervision in the Elementary School,</u> Reeder	31 36	10.3 12	25 29	7.8 9	4.3 5	2.6 3	9.5 11	9.5 11	116	5
<u>Supervision of Elementary Subjects,</u> Burton	11.2 12		14 15	21.5 23	9.3 10	4.7 5	39.2 42		107	7

TABLE 2--Continued

	Concepts/Areas									
	1. Selection and Re- vision of Educa- tional Objectives	2. Professional Growth and Development of Teachers	3. Maximum and Effec- tive Use of School Services	4. Resourceful in Human, Conceptual, and Technical Skills	5. Selection of Instructional Materials	6. Developing and Revising Materials	7. Evaluation of Learning Instruc- tion	8. Democratic Pro- cedures in Group Endeavors	9. Total Number of Pages in Text De- voted to the Con- cepts	10. Rating of Text Among the Twelve Texts Examined
Supervision as Co-Operative Action, Crosby	20.2 17	14.3 12	23.7 20	9.5 8	7.1 6	17.8 15	4.7 4	2.4 2	84	10
Totals	279½	202	139	202	146	63	237	170	1438½	



cent of the pages devoted to democratic procedures in group endeavors; 26 or 11.5 per cent of the pages devoted to selection of instructional materials; 15 or 6.7 per cent of the pages devoted to maximum and effective use of school services and 13 or 5.8 per cent of the pages devoted to professional growth and development of teachers.

The  $223\frac{1}{2}$  out of a total of 715 pages in the text - Supervision: A Social Process, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked second among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 492 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Wiles, Supervision for Better Schools.--The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Wiles, ranged from a low of 2 or 1.5 per cent of the pages devoted to developing and revising materials to a high of 43 or 34.1 per cent of the pages devoted to professional growth and development of teachers. The number of pages of treatment of the remaining concepts ranked as follows: 28 or 21.7 per cent of the pages devoted to selection and revision of educational objectives; 19 or 14.7 per cent of the pages devoted to resourceful in human, conceptual, and technical skills; 14 or 10.8 per cent of the pages devoted to democratic procedures in group endeavors; 8 or 6.2 per cent of the pages devoted

to both maximum and effective use of school services, and selection of instructional materials; and 7 or 5.4 per cent of the pages devoted to evaluation of learning instruction.

The 129 out of a total of 399 pages in the text - Supervision for Better Schools, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked third among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 270 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Melchior, Instructional Supervision.--The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Melchior, ranged from a low of 1 or 1.1 per cent of the pages devoted to developing and revising materials to a high of 23 or 25.4 per cent of the pages devoted to selection of instructional materials. The number of pages of treatment of the remaining concepts ranked as follows: 20 or 21.9 per cent of the pages devoted to evaluation of learning instruction; 13 or 14.3 per cent of the pages devoted to democratic procedures in group endeavors; 11 or 12.1 per cent of the pages devoted to maximum and effective use of school services; 10 or 10.9 per cent of the pages devoted to professional growth and development of teachers; 7 or 7.7 per cent of the pages devoted to resourceful in human, conceptual and technical skills; and 6 or 6.7

per cent of the pages devoted to selection and revision of educational objectives.

The 91 out of a total of 485 pages in the text - Instructional Supervision, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked eighth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 394 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Franseth, Supervision as Leadership.--The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Franseth, ranged from a low of 1 or 1.2 per cent of the pages devoted to selection and revision of educational materials to a high of 31 or 36.9 per cent of the pages devoted to both professional growth and development of teacher and resourceful in human, conceptual, and technical skills. The number of pages of treatment of the remaining concepts ranked as follows: 11 or 13.1 per cent of the pages devoted to democratic procedures in group endeavors; 8 or 9.5 per cent of the pages devoted to evaluation of learning instruction and 2 or 2.4 per cent of the pages devoted to maximum and effective use of school services. In her discussion of the Philosophy of Supervision, Franseth omitted direct and separate discussion of such concepts as:

Selection of instructional materials and developing and revising materials.

The 84 out of a total of 376 pages in the text - Supervision as Leadership, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 292 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Gwynn, Theory and Practice of Supervision.--The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Gwynn, ranged from a low of 1 or .8 per cent of the pages devoted to developing and revising materials to a high of 30 or 24 per cent of the pages devoted to evaluation of learning instruction. The number of pages of treatment of the remaining concepts ranked as follows: 25 or 20 per cent of the pages devoted to selection of instructional materials; 22 or 17.6 per cent of the pages devoted to selection of instructional materials; 20 or 16 per cent of the pages devoted to democratic procedures in group endeavors; 19 or 15.2 per cent of the pages devoted to resourceful in human, conceptual and technical skills; 6 or 4.8 per cent of the pages devoted to professional growth and development of teacher; and 2 or 1.6 per cent of the pages devoted to maximum and effective use of school services.

The 125 out of a total of 473 pages in the text - Theory and Practice of Supervision, which were devoted to the sub-area of the philosophy of supervision indicated that this text ranked fourth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 348 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Bartky, Supervision as Human Relations.--The number of pages given over to the treatment of the concept of the Philosophy of Supervision, according to Bartky, ranged from a low of 6 or 15.3 per cent of the pages devoted to evaluation of learning instruction to a high of 15 or 16.7 per cent of the pages devoted to professional growth and development of teacher. The number of pages of treatment of the remaining concepts ranked as follows: 10 or 11.1 per cent of the pages devoted to democratic procedures in group endeavors and 8 or 8.9 per cent of the pages devoted to maximum and effective use of school services. In his discussion of the Philosophy of Supervision, Bartky omitted direct and separate discussion of such concepts as: Resourceful in human, conceptual and technical skills, selection of instructional materials, developing and revising materials and evaluation of learning instruction.

The 39 out of a total of 308 pages in the text - Supervision

as Human Relations, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked eleventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 269 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Adams and Dickey, Basic Principles of Supervision.---The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Adams and Dickey, ranged from a low of 2 or 2.3 per cent of the pages devoted to maximum and effective use of school services to a high of 20 or 22.7 per cent of the pages devoted to evaluation of learning instruction. The number of pages of treatment of the remaining concepts ranked as follows: 18 or 20.5 per cent of the pages devoted to selection and revision of educational objectives; 16 or 18.1 per cent of the pages devoted to developing and revising materials; 10 or 11.4 per cent of the pages devoted to professional growth of teacher; 12 or 13.7 per cent of the pages devoted to democratic procedures in group endeavors and 4 or 4.7 per cent of the pages devoted to selection of instructional materials.

The 88 out of a total of 320 pages in the text - Basic Principles of Supervision, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used

in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 232 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Barr, Burton, and Brueckner, Supervision.--The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Barr, Burton, and Brueckner, ranged from a low of 11 or 4.6 per cent of the pages devoted to maximum and effective use of school services to a high of 48 or 19.8 per cent of the pages devoted to evaluation of learning instruction. The number of pages of treatment of the remaining concepts ranked as follows: 46 or 18.9 per cent of the pages devoted to selection and revision of educational objectives; 34 or 13.5 per cent of the pages devoted to both professional growth of teacher and selection of instructional materials; 32 or 13.2 per cent of the pages devoted to democratic procedures in group endeavors; 23 or 9.5 per cent of the pages devoted to resourceful in human, conceptual, and technical skills; and 15 or 6.2 per cent of the pages devoted to developing and revising materials.

The 243 out of a total of 879 pages in the text - Supervision, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked first among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The

remaining 636 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Spears, Improving the Supervision of Instruction.--The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Spears, ranged from a low of 5 or 4.5 per cent of the pages devoted to selection of instructional materials to a high of 24 or 22 per cent of the pages devoted to selection and revision of educational objectives. The number of pages of treatment of the remaining concepts ranked as follows: 19 or 17.4 per cent of the pages devoted to both professional growth and development of teacher, and evaluation of learning instruction; 15 or 13.8 per cent of the pages devoted to resourceful in human, conceptual, and technical skills; and 14 or 12.8 per cent of the pages devoted to maximum and effective use of school services. In his discussion of the Philosophy of Supervision, Spears omitted direct and separate discussion of the concept: Developing and revising materials.

The 109 out of a total of 478 pages in the text - Improving the Supervision of Instruction, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked sixth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 369 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly



subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Burton, Supervision of Elementary Subjects.--The number of pages given over to the treatment of the concepts of the Philosophy of Supervision, according to Burton, ranged from a low of 5 or 4.7 per cent of the pages devoted to developing and revising materials to a high of 42 or 39.2 per cent of the pages devoted to evaluation of learning instruction. The number of pages of treatment of the remaining concepts ranked as follows: 23 or 21.5 per cent of the pages devoted to resourceful in human, conceptual and technical skills; 15 or 14 per cent of the pages devoted to maximum and effective use of school services; 12 or 11.2 per cent of the pages devoted to selection and revision of educational materials. In his discussion of the Philosophy of Supervision, Burton omitted direct and separate discussion of such concepts as: Professional growth and development of teachers and democratic procedures in group endeavors.

The 107 out of a total of 710 pages in the text - Supervision of Elementary Subjects, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked seventh among the twelve texts examined in its emphasis according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 603 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Reeder, Supervision in the Elementary School.---The number of pages given over to the treatment of the concepts of the Philosophy of Supervision according to Reeder, ranged from a low of 3 or 2.6 per cent of the pages devoted to developing and revising materials to a high of 36 or 31 per cent of the pages devoted to selection and revision of educational objectives. The number of pages of treatment of the remaining concepts ranked as follows: 29 or 25 per cent of the pages devoted to maximum and effective use of school services; 12 or 10.3 per cent of the pages devoted to professional growth and development of teacher; 11 or 9.5 per cent of the pages devoted both evaluation of learning instruction, and democratic procedures in group endeavors; 9 or 7.8 per cent of the pages devoted to resourceful in human, conceptual and technical skills; and 5 or 4.3 per cent of the pages devoted to selection of instructional materials.

The 116 out of a total of 386 pages in the text - Supervision in the Elementary School, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked fifth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remainign 270 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Crosby, Supervision as Co-operative Action.---The number of pages given over to the treatment of the concepts of the Philosophy of

Supervision, according to Crosby, ranged from a low of 2 or 2.4 per cent of the pages devoted to democratic procedures in group endeavors to a high of 20 or 23.7 per cent of the pages devoted to maximum and effective use of school services. The number of pages of treatment of the remaining concepts ranked as follows: 17 or 20.2 per cent of the pages devoted to selection and revision of educational objectives; 15 or 17.8 per cent of the pages devoted to developing and revising materials; 12 or 14.3 per cent of the pages devoted to professional growth and development of teacher; 8 or 9.5 per cent of the pages devoted to resourceful in human, conceptual and technical skills; and 4 or 4.7 per cent of the pages devoted to evaluation of learning instruction.

The 84 out of a total of 334 pages in the text - Supervision as Co-operative Action, which were devoted to the sub-area of the philosophy of supervision, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the philosophy of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 250 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Within the overall pattern of the philosophy of supervision, the sub-areas or specific tasks ranged from a low of 63 for developing and revising materials to a high of 279.5 for selection and revision of educational objectives among the twelve texts examined. The sub-areas

or specific tasks identified for the philosophy of supervision and indicated for greater emphasis of treatment among the source-texts ranked as follows: (1) Selection and revision of educational objectives, (2) Evaluation of learning instruction, and (3) Professional growth and development of teacher, and resourceful in human, conceptual and technical skills.

### Concepts in the Objectives of Supervision

This section of the research-report presents the content analysis of "concepts of the objectives of supervision" found in the twelve source books. The quantitative indices are presented in Table 3, page 51.

Barr and Brueckner, Supervision: A Social Process.---The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Barr and Brueckner, ranged from a low of 1 or .9 per cent of the pages devoted to establishing relations to a high of 26 or 25.7 per cent of the pages devoted to assessing performance. The number of pages of treatment of the remaining concepts ranked as follows: 21 or 20.8 per cent of the pages devoted to developing procedures; 16 or 15.8 per cent of the pages devoted to determining objectives; 12 or 11.8 per cent of the pages devoted to resource allocating; 10 or 9.9 per cent of the pages devoted to improving teaching; 6 or 5.9 per cent of the pages devoted to both establishing standards; and coordinating and synthesizing activities; and 3 or 2.9 per cent of the pages devoted to distributing functions.

The 101 out of a total of 715 pages in the text - Supervision: A

TABLE 3

## CONCEPTS IN THE OBJECTIVES OF SUPERVISION

Textbooks	Concepts/Areas										
	1. Improving Teaching	2. Determining Objectives	3. Developing Procedures	4. Establishing Standards	5. Coordinating, Communicating and Synthesizing Activities	6. Establishing Relations	7. Distributing Functions	8. Resource Allocating	9. Assessing Performance	10. Total Number of Pages in Text Devoted to the Concepts	11. Rating of Text Among the Twelve Texts Examined
<u>Supervision: A Social Process</u> Barr & Brueckner	9.9 10	15.8 16	20.8 21	5.9 6	5.9 6	.9 1	2.9 3	11.8 12	25.7 26	101	5
<u>Supervision for Better Schools</u> Wiles	11.4 5	29.5 13	18.2 8	2.3 1	6.8 3	4.5 2	6.8 3	11.4 5	10 4	44	12
<u>Instructional Supervision</u> Melchior	16.1 16	10.1 10	11.1 11	2 2	12.1 12	26.1 26	1 1	17.1 17	4.1 4	99	6
<u>Supervision as Leadership</u> Franseth	1.1 1	8.6 8	5.4 5	27.1 25	1.1 1	18.4 17	16.4 15	16.4 15	5.4 5	92	7
<u>Theory and Practice of Supervision</u> Gwynn	19.4 24	20.1 25	7.3 9	3.2 4	4.8 6	5.6 7	1.6 2	7.7 22	20.1 25	124	3
<u>Supervision as Human Relations</u> Bartky	10.3 8	23 18	10.3 8	7.7 6	5.1 4	23 18	2.6 2	5.1 4	12.8 10	78	8
<u>Basic Principles of Supervision</u> Adams & Dickey	28.3 13	34.7 16	13.1 6	4.3 2		8.4 4		2.2 1	8.7 4	46	11
<u>Supervision, Barr, Burton, &amp; Brueckner</u>	8.6 15	8 14	10.8 19	8.6 15	18.3 32	19.4 34	8.6 15	13.7 24	4 7	175	1
<u>Improving the Supervision of Instruction</u> Spears	6.0 3	14 7	6 3	6 3	30 15	8 4	4 2	4 2	22 11	50	10
<u>Supervision of Elementary Subjects</u> Burton	15.7 20	6.3 8	15.7 20	7.9 10	19.6 25	6.3 8	7.8 10	8.7 11	11.8 15	127	2
<u>Supervision in the Elementary School</u> Reeder	3.8 4	.9 1	17.1 18	22.2 25	28.5 30	6.7 7	9.5 10	4.8 5	4.8 5	105	4
<u>Supervision as Co-Operative Action,</u> Crosby	5.2 3	6.9 4	20.6 12	17.4 10		24.1 14	3.4 2	15.6 9	6.9 4	58	9
<b>Totals</b>	122	140	140	109	134	142	65	127	120	1099	

Social Process, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked fifth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 614 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Wiles, Supervision for Better Schools.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Wiles, ranged from a low of 1 or 2.3 per cent of the pages devoted to establishing standards to a high of 13 or 29.5 per cent of the pages devoted to determining objectives. The number of pages of treatment of the remaining concepts ranked as follows: 8 or 18.2 per cent of the pages devoted to developing procedures; 5 or 11.4 per cent of the pages devoted to both improving teaching and resource allocating; 4 or 10 per cent of the pages devoted to assessing performance; 3 or 6.8 per cent of the pages devoted to coordinating, communicating and synthesizing activities; and, distributing functions; and 2 or 4.5 per cent of the pages devoted to establishing relations.

The 44 out of a total of 399 pages in the text - Supervision for Better Schools, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked twelfth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant

area of concern in the total pattern of the supervisory function. The remaining 355 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Melchior, Instructional Supervision.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Melchior, ranged from a low of 1 or 1 per cent of the pages devoted to distributing functions to a high of 26 or 26.1 per cent of the pages devoted to establishing relations. The number of pages of treatment of the remaining concepts ranked as follows: 17 or 17.1 per cent of the pages devoted to resource allocating; 16 or 16.1 per cent of the pages devoted to improving teaching; 12 or 12.1 per cent of the pages devoted to coordinating, communicating and synthesizing activities; 11 or 11.1 per cent of the pages devoted to determining objectives; 4 or 4.1 per cent of the pages devoted to assessing performance; and 2 or 2.1 per cent of the pages devoted to establishing standards.

The 99 out of a total of 485 pages in the text - Instructional Supervision, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked sixth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 386 pages are given over to the treatment of concepts, prin-

ciples and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Franseth, Supervision as Leadership.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Franseth, ranged from a low of 1 or 1.1 per cent of the pages devoted to both improving teaching and coordinating, communicating and synthesizing activities to a high of 25 or 27.1 per cent of the pages devoted to establishing standards. The number of pages of treatment of the remaining concepts ranked as follows: 17 or 18.4 per cent of the pages devoted to establishing relations; 15 or 16.4 per cent of the pages devoted to both distributing functions and resource allocating; 8 or 8.6 per cent of the pages devoted to determining objectives and 5 or 5.4 per cent of the pages devoted to both developing procedures and assessing performance.

The 92 out of a total of 376 pages in the text - Supervision as Leadership, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked seventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 284 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Gwynn, Theory and Practice of Supervision.--The number of pages



given over to the treatment of the concepts of the Objectives of Supervision, according to Gwynn, ranged from a low of 2 or 1.6 per cent of the pages devoted to distributing functions to a high of 25 or 20.1 per cent of the pages devoted to both determining objectives and assessing performance. The number of pages of treatment of the remaining concepts ranked as follows: 24 or 19.4 per cent of the pages devoted to improving teaching; 22 or 7.7 per cent of the pages devoted to resource allocating; 9 or 7.3 per cent of the pages devoted to developing procedures; 7 or 5.6 per cent of the pages devoted to establishing relations; 6 or 4.8 per cent of the pages devoted to coordinating, communicating, and synthesizing activities; and 4 or 3.2 per cent of the pages devoted to establishing standards.

The 124 out of a total of 473 pages in the text - Theory and Practice of Supervision, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked third among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 349 pages are given over to the treatment of the concepts, principles, and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Bartky, Supervision as Human Relations.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Bartky, ranged from a low of 2 or 2.6 per cent of the pages devoted to distributing functions to a high of 18 or 23 per cent

of the pages devoted to both developing procedures and establishing relations. The number of pages of treatment of the remaining concepts ranked as follows: 10 or 12.8 per cent of the pages devoted to assessing performance; 8 or 10.3 per cent of the pages devoted to both improving teaching and developing procedures; 6 or 7.7 per cent of the pages devoted to establishing standards; and 4 or 5.1 per cent of the pages devoted to both coordinating, communicating and synthesizing activities; and resource allocating.

The 78 out of a total of 308 pages in the text - Supervision as Human Relations, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked eighth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 230 pages are given over to the treatment of the concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Adams and Dickey, Basic Principles of Supervision.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Adams and Dickey, ranged from a low of 1 or 2.2 per cent of the pages devoted to distributing functions to a high of 16 or 34.7 per cent of the pages devoted to coordinating, communicating and synthesizing activities. The number of pages of treatment of the remaining concepts ranked as follows: 13 or 28.3 per cent of the pages devoted to improving teaching; 6 or 13.1 per cent of the pages

devoted to both establishing relations and assessing performance; and 2 or 4.3 per cent of the pages devoted to establishing standards. In their discussion of the Objectives of Supervision, Adams and Dickey omitted direct and separate discussion of such concepts as: Coordinating, communicating and synthesizing activities and distributing functions.

The 46 out of a total of 320 pages in the text - Basic Principles of Supervision, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked eleventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 247 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Barr, Burton, and Brueckner, Supervision.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Barr, Burton and Brueckner, ranged from a low of 7. or 4 per cent of the pages devoted to assessing performance to a high of 34 or 19.4 per cent of the pages devoted to establishing relations. The number of pages of treatment of the remaining concepts ranked as follows: 32 or 18.3 per cent of the pages devoted to coordinating, communicating and synthesizing activities; 24 or 13.7 per cent of the pages devoted to resource allocating; 19 or 10.8 per cent

of the pages devoted to developing procedures; 15 or 8.6 per cent of the pages devoted to improving teaching; establishing standards; and distributing functions; and 14 or 8 per cent of the pages devoted to determining objectives.

The 175 out of a total of 879 pages in the text - Supervision, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked first among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 704 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Spears, Improving the Supervision of Instruction.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Spears, ranged from a low of 2 or 4 per cent of the pages devoted to distributing functions; and, resource allocating to a high of 15 or 30 per cent of the pages devoted to coordinating, communicating and synthesizing activities. The number of pages of treatment of the remaining concepts ranked as follows: 11 or 22 per cent of the pages devoted to assessing performance; 7 or 14 per cent of the pages devoted to determining objectives; 4 or 8 per cent of the pages devoted to establishing relations; and 3 or 6 per cent of the pages devoted to improving teaching; developing procedures; and establishing standards.

The 50 out of a total of 478 pages in the text - Improving the Supervision of Instruction, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 428 pages are given over to the treatment of concepts, principles and procedure which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Burton, Supervision of Elementary Subjects.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Burton, ranged from a low of 8 or 6.3 per cent of the pages devoted to both determining objectives and establishing relations to a high of 25 or 19.6 per cent of the pages devoted to coordinating, communicating, and synthesizing activities. The number of pages of treatment of the remaining concepts ranked as follows: 20 or 15.7 per cent of the pages devoted to both improving teaching and developing procedures; 15 or 11.8 per cent of the pages devoted to assessing performances; 11 or 8.7 per cent of the pages devoted to resource allocating; and 10 or 7.9 per cent of the pages devoted to both establishing standards, and distributing functions.

The 127 out of a total of 710 pages in the text - Supervision of Elementary Subjects, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked second among the twelve texts examined in its emphasis, according to the number of pages

used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 411 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Reeder, Supervision in the Elementary School.---The number of pages given over to the treatment of the concepts of the Objectives of Supervision according to Reeder, ranged from a low of 1 or .9 per cent of the pages devoted to determining objectives to a high of 30 or 28.5 per cent of the pages devoted to coordinating, communicating and synthesizing activities. The number of pages of treatment of the remaining concepts ranked as follows: 25 or 22.2 per cent of the pages devoted to establishing standards; 18 or 17.1 per cent of the pages devoted to developing procedures; 10 or 9.5 per cent of the pages devoted to distributing functions; 7 or 6.7 per cent of the pages devoted to establishing relations; 5 or 4.8 per cent of the pages devoted to both resource allocating and assessing performance; and 4 or 3.8 per cent of the pages devoted to improving teaching.

The 105 out of a total of 386 pages in the text - Supervision in the Elementary School, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked fourth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 281 pages are given over to the treatment of

concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Crosby, Supervision as Co-operative Action.--The number of pages given over to the treatment of the concepts of the Objectives of Supervision, according to Crosby, ranged from a low of 2 or 3.4 per cent of the pages devoted to distributing functions to a high of 14 or 24.1 per cent of the pages devoted to establishing relations. The number of pages of treatment of the remaining concepts ranked as follows: 12 or 20.6 per cent of the pages devoted to developing procedures; 10 or 17.2 per cent of the pages devoted to establishing standards; 9 or 15.6 per cent of the pages devoted to resource allocating; 4 or 6.9 per cent of the pages devoted to both improving teaching and assessing performance. In her discussion of the Objectives of Supervision, Crosby omitted direct and separate discussion of the concept: Coordinating, communicating and synthesizing activities.

The 58 out of a total of 334 pages in the text - Supervision as Co-operative Action, which were devoted to the sub-area of the objectives of supervision, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the objectives of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 276 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Within the over-all pattern of the objectives of supervision, the sub-area or specific tasks ranged from a low of 65 for distributing functions to a high of 142 for establishing relations among the twelve texts examined. The sub-areas or specific tasks identified for the objectives of supervision and indicated for greater emphasis of treatment among the source-texts ranked as follows: (1) Establishing relations, (2) Determining objectives, and (3) Coordinating, Communicating and synthesizing activities.

#### Concepts of Methodologies Used in Supervision

This section of the research-report presents the content analysis of the "concepts of the methodologies used in supervision" found in the twelve source books. The quantitative indices are presented in Table 4, page 63.

Barr and Brueckner, Supervision: A Social Process.--The number of pages given over to the treatment of the concepts of the Methodologies used in Supervision, according to Barr and Brueckner, ranged from a low of 1 or 1.1 per cent of the pages devoted to learning experiences through inter-visitation to a high of 20 or 20.2 per cent of the pages devoted to learning experiences through workshops. The number of pages of treatment of the remaining concepts ranked as follows: 16 or 17 per cent of the pages devoted to learning experiences through courses and learning experiences through study groups; 13 or 13.9 per cent of the pages devoted to learning experiences through conferences, and learning experiences through demonstration teaching; 10 or 10.6 per cent of the pages devoted to learning experiences through directed teaching;



TABLE 4

## CONCEPTS IN THE METHODOLOGIES USED IN SUPERVISION

Textbooks	Concepts/Areas										
	Learning Experiences through Courses	Learning Experiences through Workshops	Learning Experiences through Conferences	Learning Experiences through Institutes	Learning Experiences through Study Groups	Learning Experiences through Projects	Learning Experiences through Demonstration Teaching	Learning Experiences through Directed Teaching	Learning Experiences through Inter-Visitation	Total Number of Pages in Text Devoted to the Concepts	Rating of Text Among the Twelve Texts Examined
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.
<u>Supervision: A Social Process</u> Barr & Brueckner	17 16	20.2 20	13.8 13	2.1 13	17 2	3.2 3	13.9 13	10.6 10	1.1 1	94	4
<u>Supervision for Better Schools</u> Wiles	18.5 15	12.3 10	6.2 5	2.3 2	16 13	4.9 4	14.8 12	17.3 14	7.4 6	81	5
<u>Instructional Supervision</u> Melchior	19.8 22	16.2 18	7.2 8	5.4 6	24.3 27		3.6 4	16.2 18	7.2 8	111	3
<u>Supervision as Leadership</u> Framseth			20.4 10		38.4 28	14.2 7	6.1 3	2 1		49	10
<u>Theory and Practice of Supervision</u> Gwynn	12.3 7	3.5 2			31.5 18	17.5 10		22.8 13	12.3 7	57	7
<u>Supervision as Human Relations</u> Bartky					32.5 13	15.8 8	11.8 9	7.5 3	14.5 7	40	11
<u>Basic Principles of Supervision</u> Adams & Dickey	60.6 20.				9.5 4		14.2 6	7.1 3		33	12
<u>Supervision, Barr, Burton, &amp; Brueckner</u>	12.7 16	8.7 11	6.3 8	8 1	22.2 28	6.3 8	14.2 18	19 24	9.5 12	126	2
<u>Improving the Supervision of Instruction</u> Spears	29.5 21	22.5 16	8.4 6	9.8 7	15.4 11	2.8 2		5.6 4	5.6 4	71	6
<u>Supervision of Elementary Subjects</u> Burton	24.1 34	13.5 19	11.3 16	4.1 7	3.5 5		26.2 37	7.1 10	9.2 13	141	1
<u>Supervision in the Elementary School</u> Reeder	41 23	13.2 7	1.7 1	3.5 2	25 14		3.5 2	13.2 7		56	9
<u>Supervision as Co-Operative Action</u> Crosby		12.7 7			38.1 21	23.6 13	25.4 14			55	9
<b>Totals</b>	174	110	67	27	198	55	118	107	58	914	

3 or 3.2 per cent of the pages devoted to learning experiences through projects and 2 or 2.1 per cent of the pages devoted to learning experiences through institutes.

The 94 out of a total of 715 pages in the text - Supervision: A Social Process, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked fourth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 621 pages are given over to the treatment of concepts, principles, and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Wiles, Supervision for Better Schools.--The number of pages given over to the treatment of the concepts of the Methodologies Used in Supervision, according to Wiles, ranged from a low of 2 or 2.3 per cent of the pages devoted to learning experiences through institutes to a high of 15 or 18.5 per cent of the pages devoted to learning experiences through courses. The number of pages of treatment of the remaining concepts ranked as follows: 14 or 17.3 per cent of the pages devoted to learning experiences through directed teaching; 13 or 16 per cent of the pages devoted to learning experiences through study groups; 12 or 14.8 per cent of the pages devoted to learning experiences through demonstration teaching; 10 or 12.3 per cent of the pages devoted to learning experiences through workshops; 6 or 7.4 per

cent of the pages devoted to learning experiences through inter-visitation; 5 or 6.2 per cent of the pages devoted to learning experiences through conferences; and 4 or 4.9 per cent of the pages devoted to learning experiences through projects.

The 81 out of a total of 399 pages in the text - Supervision for Better Schools, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked fifth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 318 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Melchior, Instructional Supervision.--The number of pages given over to the treatment of the concepts of the Methodologies Used in Supervision, according to Melchior, ranged from a low of 4 or 3.6 per cent of the pages devoted to learning experiences through demonstration teaching to a high of 27 or 24.3 per cent of the pages devoted to learning experiences through study groups. The number of pages of treatment of the remaining concepts ranked as follows: 22 or 19.8 per cent of the pages devoted to learning experiences through courses; 18 or 16.2 per cent of the pages devoted to learning experiences through directed teaching; and learning experiences through workshops; 8 or 7.2 per cent of the pages devoted to learning experiences through inter-visitation and 6 or 5.4 per cent of the pages

devoted to learning experiences through institutes. In his discussion of the Methodologies Used in Supervision, Melchior omitted direct and separate discussion of the concept: Learning experiences through workshops.

The 111 out of a total of 485 pages in the text - Instructional Supervision, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked third among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 374 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Franseth, Supervision as Leadership.--The number of pages given over to the treatment of the concepts of the Methodologies used in Supervision, according to Franseth, ranged from a low of 1 or 2 per cent of the pages devoted to learning experiences through directed teaching to a high of 28 or 57.1 per cent of the pages devoted to learning experiences through study groups. The number of pages of treatment of the remaining concepts ranked as follows: 10 or 20.4 per cent of the pages devoted to learning experiences through conferences; 7 or 14.2 per cent of the pages devoted to learning experiences through projects and 3 or 6.1 per cent of the pages devoted to learning experiences through demonstration teaching. In her

discussion of the Methodologies Uses in Supervision, Franseth omitted direct and separate discussion of such concepts as: Learning experiences through courses, learning experiences through workshops, learning experiences through institutes and learning experiences through inter-visitation.

The 49 out of a total of 376 pages in the text - Supervisions as Leadership, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 327 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference or the content-analysis.

Gwynn, Theory and Practice of Supervision.--The number of pages given over to the treatment of the concepts of the Methodologies Used in Supervision, according to Gwynn, ranged from a low of 2 or 3.5 per cent of the pages devoted to learning experiences through workshops to a high of 18 or 31.5 per cent of the pages devoted to learning experiences through study groups. The number of pages of treatment of the remaining concepts ranked as follows: 13 or 22.8 per cent of the pages devoted to learning experiences through directed teaching; 10 or 17.5 per cent of the pages devoted to learning experiences through projects; and 7 or 12.3 per cent of the pages devoted to learning experiences through inter-visitation.

In his discussion of the Methodologies Used in Supervision, Gwynn omitted direct and separate discussion of such concepts as: Learning experiences through conference, learning experiences through institutes and learning experiences through demonstration teaching.

The 57 out of a total of 473 pages in the text - Theory and Practice of Supervision, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked seventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 416 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Bartky, Supervision as Human Relations.--The number of pages given over to the treatment of the concepts of the Methodologies Used in Supervision, according to Bartky, ranged from a low of 3 or 7.5 per cent of the pages devoted to learning experiences through directed teaching to a high of 13 or 32.5 per cent of the pages devoted to learning experiences through study groups. The number of pages devoted to the treatment of the remaining concepts ranked as follows: 9 or 22.5 per cent of the pages devoted to learning experiences through demonstration teaching; 8 or 20 per cent of the pages devoted to learning experiences through projects and 7 or 17.5 per cent of the

pages devoted to learning experiences through inter-visitatation. In his discussion of the Methodologies Used in Supervision, Bartky omitted direct and separate discussion of such concepts as: Learning experiences through courses, learning experiences through workshops, learning experiences through conferences and learning experiences through institutes.

The 40 out of a total of 308 pages in the text - Supervision as Human Relations, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked eleventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 268 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Adams and Dickey, Basic Principles of Supervision.--The number of pages given over to the treatment of the concepts of the Methodologies Used in Supervision, according to Adams and Dickey, ranged from a low of 3 or 9.1 per cent of the pages devoted to learning experiences through directed teaching to a high of 20 or 60.6 per cent of the pages devoted to learning experiences through courses. The total number of pages of treatment of the remaining concepts ranked as follows: 6 or 18.1 per cent of the pages devoted to learning experiences through demonstration teaching and 4 or 12.1 per cent of the pages devoted to learning experiences through study groups.

In their discussion of the Methodologies Used in Supervision, Adams and Dickey omitted direct and separate discussion of such concepts as: Learning experiences through workshops, learning experiences through conferences, learning experiences through institutes, learning experiences through projects and learning experiences through inter-visitation.

The 33 out of a total of 320 pages in the Text - Basic Principles of Supervision, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked twelfth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 287 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Barr, Burton and Brueckner, Supervision.--The number of pages given over to the treatment of the concepts of the Methodologies Used in Supervision, according to Barr, Burton and Brueckner, ranged from a low of 1 or 8 per cent of the pages devoted to learning experiences through institutes to a high of 28 or 22.2 per cent of the pages devoted to learning experiences through study groups. The number of pages of treatment of the remaining concepts ranked as follows: 24 or 19 per cent of the pages devoted to learning experiences through directed teaching; 18 or 14.3 per cent of the pages devoted to learning experiences through demonstration teaching; 16 or 12.7 per cent of the pages



devoted to learning experiences through courses; 12 or 9.5 per cent of the pages devoted to learning experiences through inter-visitation; 11 or 8.7 per cent of the pages devoted to learning experiences through workshops; and 8 or 6.3 per cent of the pages devoted to learning experiences through projects and conferences.

The 126 out of a total of 879 pages in the text - Supervision, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked second among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 753 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Spears, Improving the Supervision of Instruction.--The number of pages given over to the treatment of the concepts of the Methodologies Used in Supervision, according to Spears, ranged from a low of 2 or 2.8 per cent of the pages devoted to learning experiences through projects to a high of 21 or 29.5 per cent of the pages devoted to learning experiences through courses. The total number of pages of treatment of the remaining concepts ranked as follows: 16 or 22.5 per cent of the pages devoted to learning experiences through workshops; 11 or 15.4 per cent of the pages devoted to learning experiences through study groups; 7 or 9.8 per cent of the pages devoted to learning experiences through institutes; 6 or 8.4 per cent of the pages devoted to learning

experiences through directed teaching and inter-visitation. In his discussion of the Methodologies Used in Supervision, Spears omitted direct and separate discussion of the concept: Learning experiences through demonstration teaching.

The 71 out of a total of 478 pages in the text - Improving the Supervision of Instruction, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked sixth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 407 pages in the text are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Burton, Supervision of Elementary Subjects.---The number of pages given over to the treatment of the concepts of the Methodologies Used in Supervision, according to Burton, ranged from a low of 5 or 3.5 per cent of the pages devoted to learning experiences through study groups to a high of 37 or 26.2 per cent of the pages devoted to learning experiences through demonstration teaching. The number of pages of treatment of the remaining concepts ranked as follows: 34 or 24.1 per cent of the pages devoted to learning experiences through courses; 19 or 13.5 per cent of the pages devoted to learning experiences through workshops; 16 or 11.3 per cent of the pages devoted to learning experiences through conferences; 13 or 9.2 per cent of the pages devoted

to learning experiences through inter-visitation; 10 or 7.1 per cent of the pages devoted to learning experiences through directed teaching and 7 or 4.9 per cent of the pages devoted to learning experiences through institutes. In his discussion of the Methodologies Used in Supervision, Burton omitted direct and separate discussion of the concept: Learning experiences through projects.

The 141 out of a total of 710 pages in the text - Supervision of Elementary Subjects, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked first among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 569 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Reeder, Supervision in the Elementary School.--The number of pages given over to the treatment of the concepts of the Methodologies Used in supervision, according to Reeder, ranged from a low of 1 or 1.7 per cent of the pages devoted to learning experiences through conferences to a high of 23 or 41 per cent of the pages devoted to learning experiences through courses. The number of pages of treatment of the remaining concepts ranked as follows: 14 or 25 per cent of the pages devoted to learning experiences through study groups; 7 or 13.2 per cent of the pages devoted to learning experiences through

workshops and directed teaching and 2 or 3.5 per cent of the pages devoted to learning experiences through demonstration teaching. In his discussion of the Methodologies Used in Supervision, Reeder omitted direct and separate discussion of the concepts as: Learning experiences through projects and learning experiences through inter-visitation.

The 56 out of a total of 386 pages in the text - Supervision in the Elementary School, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked eighth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 330 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Crosby, Supervision as Co-operative Action.--The number of pages given over to the treatment of the Methodologies Used in Supervision, according to Crosby, ranged from a low of 7 or 12.7 per cent of the pages devoted to learning experiences through workshops to a high of 21 or 38.1 per cent of the pages devoted to learning experiences through study groups. The number of pages of treatment of the remaining concepts ranked as follows: 14 or 25.4 per cent of the pages devoted to learning experiences through demonstration teaching; 13 or 23.6 per cent of the pages devoted to learning experiences through projects and 7 or 12.7 per cent of the pages devoted to learning experiences through

workshops. In her discussion of the Methodologies Used in Supervision, Crosby omitted direct and separate discussion of such concepts as: Learning experiences through courses, learning experiences through conferences, learning experiences through institutes, learning experiences through directed teaching and learning experiences through inter-visitation.

The 55 out of a total of 334 pages in the text - Supervision as Co-operative Action, which were devoted to the sub-area of the methodologies used in supervision, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the methodologies used in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 279 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Within the over-all pattern of the methodologies used in supervision, the sub-areas or specific tasks ranged from a low of 27 for learning experiences through institutes to a high of 198 for learning experiences through study groups among the twelve texts examined. The sub-areas or specific tasks identified for the methodologies used in supervision and indicated for greater emphasis of treatment among the source-texts ranked as follows: (1) Learning experiences through study groups, (2) Learning experiences through courses, and (3) Learning experiences through demonstration teaching.

### Concepts in the Organizational Patterns of Supervision

This section of the research-report presents the content analysis of the "concepts of the organizational patterns of supervision" found in the twelve source books. The quantitative indices are presented in Table 5, page 77.

Barr and Brueckner, Supervision: A Social Process.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Barr and Brueckner, ranged from a low of 3 or 6.8 per cent of the pages devoted to specific level organization to a high of 15 or 34 per cent of the pages devoted to all-level patterns of organization. The total number of pages of treatment of the remaining concepts ranked as follows: 9 or 20.5 per cent of the pages devoted to vertical pattern of organization; 7 or 15.9 per cent of the pages devoted to horizontal pattern of organization; 5 or 11.4 per cent of the pages devoted to student centered pattern of organization; 3 or 6.8 per cent of the pages devoted to complex pattern of organization, and teacher centered pattern of organization; and 2 or 4.5 per cent of the pages devoted to content centered pattern of organization. In their discussion of the Organizational Patterns of Supervision, Barr and Brueckner omitted direct and separate discussion of the concept: Specific-level pattern of organization.

The 44 out of a total of 715 pages in the text - Supervision: A Social Process, which were devoted to the sub-area of the concepts of the organizational patterns of supervision, indicated that this text

TABLE 5

## CONCEPTS IN THE ORGANIZATIONAL PATTERNS IN SUPERVISION

Textbooks	Concepts/Areas									
	1. Horizontal Pattern of Organization	2. Vertical Pattern of Organization	3. Complex Pattern of Organization	4. Specific-Level Pattern of Organization	5. All-Level Pattern of Organization	6. Student Centered Pattern of Organization	7. Teacher Centered Pattern of Organization	8. Content Centered Pattern of Organization	9. Total Number of Pages in Text Devoted to the Concepts	10. Numerical Rating of Text Among the Twelve Texts Examined
<u>Supervision: A Social Process</u> Barr & Brueckner	15.9 7	20.5 9	6.8 3		34 15	11.4 5	6.8 3	4.5 2	44	2
<u>Supervision for Better Schools</u> Wiles	23.6 4	5.9 1				5.9 1	11.8 2	52.9 9	17	10
<u>Instructional Supervision</u> Melchior	27.8 5				11.1 2		61.1 11		18	9
<u>Supervision as Leadership</u> Franseth	36.1 13	2.8 1			13.9 5		38.9 14	8.3 3	36	4
<u>Theory and Practice of Supervision</u> Gwynn	20.5 9	2.3 1		4.9 2	19.5 8	12.1 5	21.9 9	7 7	41	3
<u>Supervision as Human Relations</u> Bartky	34.5 10				13.5 4	17.2 5	31 9	3.4 1	29	7
<u>Basic Principles of Supervision</u> Adams & Dickey	28 7					32 8		40 10	25	8
<u>Supervision, Barr, Burton, &amp; Brueckner</u>	21.3 23	7.4 8	4.6 5	14.8 16	9.4 21	11.1 12	12.9 14	8.3 9	108	1
<u>Improving the Supervision of Instruction</u> Spears	20 6				10 3	13.3 4	50 15	6.6 2	30	6
<u>Supervision of Elementary Subjects,</u> Burton	28 7	12 3		12 3	36 9	12 3			25	8
<u>Supervision in the Elementary School</u> Reeder	15.1 5				51.5 17	27.5 9	6.1 2		33	5
<u>Supervision as Co-Operative Action</u> Crosby					54.6 6	9 1	36.4 4		11	11
Totals	96	23	8	21	90	53	83	43	417	

ranked second among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 671 pages are given over to the treatment of concepts, principles and procedures which are implicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Wiles, Supervision for Better Schools.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Wiles, ranged from a low of 1 or 5.9 per cent of the pages devoted to both vertical pattern of organization and student centered pattern of organization to a high of 9 or 52.9 per cent of the pages devoted to content centered pattern of organization. The number of pages of treatment of the remaining concepts ranked as follows: 4 or 23.6 per cent of the pages devoted to horizontal pattern of organization and 2 or 11.8 per cent of the pages devoted to teacher centered pattern of organization. In his discussion of the Organizational Patterns of Supervision, Wiles omitted direct and separate discussion of such concepts as: Complex pattern of organization, specific-level pattern of organization and all-level pattern of organization.

The 17 out of a total of 399 pages in the text - Supervision for Better Schools, which were devoted to the sub-area of the organizational pattern of supervision, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as



a significant area of concern in the total pattern of the supervisory function. The remaining 382 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Melchior, Instructional Supervision.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Melchior, ranged from a low of 2 or 11.1 per cent of the pages devoted to complex pattern of organization to a high of 11 or 61.1 per cent of the pages devoted to teacher centered pattern of organization. The total number of treatment of the remaining concepts ranked as follows: 5 or 27.8 per cent of the pages devoted to horizontal pattern of organization. In his discussion of the Organizational Patterns of Supervision, Melchior omitted direct and separate discussion of such concepts as: Vertical pattern of organization, complex pattern of organization, specific-level pattern of organization, student centered pattern of organization and content centered pattern of organization.

The 18 out of a total of 485 pages in the text - Instructional Supervision, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 467 pages are given over to the treatment of concepts, principles and procedures not subsumed under

the seven frames-of-reference established for the content-analysis.

Franseth, Supervision as Leadership.---The number of pages given over to the treatment of the Organizational Patterns of Supervision, according to Franseth, ranged from a low of 1 or 2.8 per cent of the pages devoted to vertical pattern of organization to a high of 14 or 38.9 per cent of the pages devoted to teacher centered pattern of organization. The total number of pages of treatment of the remaining concepts ranked as follows: 13 or 36.1 per cent of the pages devoted to horizontal pattern of organization; 5 or 13.9 per cent of the pages devoted to all-level pattern of organization and 3 or 8.3 per cent of the pages devoted to content centered pattern of organization. In her discussion of the Organizational Patterns in Supervision, Franseth omitted direct and separate discussion of such concepts as: Complex pattern of organization, specific-level pattern of organization and student centered pattern of organization.

The 36 out of a total of 376 pages in the text - Supervision as Leadership, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked fourth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 340 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Gwynn, Theory and Practice of Supervision.---The number of pages

given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Gwynn, ranged from a low of 1 or 2.3 per cent of the pages devoted to vertical pattern of organization to a high of 9 or 20.5 per cent of the pages devoted to both horizontal pattern of organization and teacher centered pattern of organization. The total number of pages of treatment of the remaining concepts ranked as follows: 8 or 19.5 per cent of the pages devoted to all-level pattern of organization; 7 or 17 per cent of the pages devoted to content centered pattern of organization; 5 or 12.1 per cent of the pages devoted to student centered pattern of organization and 2 or 4.9 per cent of the pages devoted to specific-level pattern of organization.

The 41 out of a total of 473 pages in the text - Theory and Practice of Supervision, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked third among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 432 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Bartky, Supervision as Human Relations.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Bartky, ranged from a low of 1 or 3.4 per cent of the pages devoted to vertical pattern of organization to a high

of 10 or 34.5 per cent of the pages devoted to horizontal pattern of organization. The total number of pages of treatment of the remaining concepts ranked as follows: 9 or 31 per cent of the pages devoted to teacher centered pattern of organization; 5 or 17.2 per cent of the pages devoted to student centered pattern of organization and 4 or 13.5 per cent of the pages devoted to all-level pattern of organization. In his discussion of the Organizational Patterns of Supervision, Bartky omitted direct and separate discussion of such concepts as: Vertical pattern of organization, complex pattern of organization and specific-level pattern organization.

The 29 out of a total of 308 pages in the text - Supervision as Human Relations, which were devoted to the sub-area of the organizational pattern of supervision, indicated that this text ranked seventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 279 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Adams and Dickey, Basic Principles of Supervision.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Adams and Dickey, ranged from a low of 7 or 28 per cent of the pages devoted to horizontal pattern of organization to a high of 10 or 40 per cent of the pages devoted to content centered pattern of organization. The total number of pages

of treatment of the remaining concepts ranked as follows: 8 or 32 per cent of the pages devoted to student centered pattern of organization. In their discussion of the Organizational Patterns of Supervision, Adams and Dickey omitted direct and separate discussion of such concepts as: Vertical pattern of organization, complex pattern of organization, specific-level pattern of organization, all-level pattern of organization and teacher centered pattern of organization.

The 25 out of a total of 320 pages in the text - Basic Principles of Supervision, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked eighth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 295 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria as a basis of reference for the content-analysis.

Barr, Burton and Brueckner, Supervision.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Barr, Burton, and Brueckner, ranged from a low of 5 or 4.6 per cent of the pages devoted to the complex pattern of organization to a high of 23 or 21.3 per cent of the pages devoted to all-level pattern of organization. The total number of pages of treatment of the remaining concepts ranked as follows: 21 or 19.4 per cent of the pages devoted to all-level pattern of organization; 16 or 14.8 per cent of the pages devoted to specific-level

pattern of organization; 14 or 12.9 per cent of the pages devoted to teacher centered pattern of organization; 12 or 11.1 per cent of the pages devoted to content centered pattern of organization; and 8 or 7.4 per cent of the pages devoted to vertical pattern of organization.

The 108 out of a total of 879 pages in the text - Supervision, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked first among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 771 pages are devoted to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Spears, Improving the Supervision of Instruction.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Spears, ranged from a low of 2 or 6.6 per cent of the pages devoted to content centered pattern of organization to a high of 15 or 50 per cent of the pages devoted to teacher centered pattern of organization. The total number of pages of treatment of the remaining concepts ranked as follows: 6 or 20 per cent of the pages devoted to horizontal pattern of organization; 4 or 13.3 per cent of the pages devoted to all-level pattern of organization and 3 or 10 per cent of the pages devoted to content centered pattern of organization. In his discussion of the Organizational Patterns of Supervision, Spears omitted direct and separate discussion of

such concepts as: Vertical pattern of organization, complex pattern of organization and specific-level pattern of organization.

The 30 out of a total of 478 pages in the text - Improving the Supervision of Instruction, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked sixth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 448 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Burton, Supervision of Elementary Subjects.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Burton, ranged from a low of 3 or 12 per cent of the pages devoted to student centered pattern of organization; specific level of organization; and vertical pattern of organization to a high of 9 or 36 per cent of the pages devoted to all-level pattern of organization. The total number of pages devoted to the remaining concepts ranked as follows: 7 or 28 per cent of the pages devoted to horizontal pattern of organization. In his discussion of the Organizational Patterns of Supervision, Burton omitted direct and separate discussion of such concepts as: Complex pattern of organization, teacher centered pattern of organization and content

centered pattern of organization.

The 25 out of a total of 710 pages in the text - Supervision of Elementary Subjects, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked eighth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 685 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Reeder, Supervision in the Elementary School.---The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Reeder, ranged from a low of 2 or 6.1 per cent of the pages devoted to teacher centered pattern of organization to a high of 17 or 51.5 per cent of the pages devoted to all-level pattern of organization. The total number of pages of treatment of the remaining concepts ranked as follows: 9 or 27.5 per cent of the pages devoted to student centered pattern or organization and 5 or 15.1 per cent of the pages devoted to horizontal pattern of organization.

The 33 out of a total of 386 pages in the text - Supervision in the Elementary School, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked fifth among the twelve texts examined in its emphasis, according to the



number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 353 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Crosby, Supervision as Co-operative Action.--The number of pages given over to the treatment of the concepts of the Organizational Patterns of Supervision, according to Crosby, ranged from a low of 1 or 9 per cent of the pages devoted to student centered patterns of organization to a high of 6 or 54.6 per cent of the pages devoted to all-level pattern of organization. In her discussion of the Organizational Patterns of Supervision, Crosby omitted direct and separate discussion of such concepts as: Horizontal pattern of organization, vertical pattern of organization, complex pattern of organization, specific-level pattern of organization and content centered pattern of organization.

The 11 out of a total of 334 pages in the text - Supervision as Co-operative Action, which were devoted to the sub-area of the organizational patterns of supervision, indicated that this text ranked eleventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the organizational patterns of supervision as a significant area of concern in the total pattern of the supervisory function.

The remaining 323 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Within the over-all pattern of the organizational patterns of supervision, the sub-areas or specific tasks ranged from a low of 8 for complex pattern of organization to a high of 96 for horizontal pattern of organization among the twelve texts examined. The sub-areas or specific tasks identified for the organizational patterns of supervision and indicated for greater emphasis of treatment among the source-texts ranked as follows: (1) Horizontal pattern of organization, (2) All-level pattern of organization, and (3) Teacher centered pattern of organization.

#### Concepts in the Leadership Role in Supervision

This section of the research-report presents the content analysis of the "concepts of the leadership role in supervision" found in the twelve source books. The quantitative indices are presented in Table 6, page 89.

Barr and Brueckner, Supervision: A Social Process.--The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Barr and Brueckner, ranged from a low of 1 or 1.3 per cent of the pages devoted to promoting friendly faculty relations to a high of 22 or 28.6 per cent of the pages devoted to establishing group rapport. The total number of pages of treatment of the remaining concepts ranked as follows: 13 or 16.7 per cent of the

TABLE 6

## CONCEPTS IN THE LEADERSHIP ROLE IN SUPERVISION

	Concepts/Areas										
	1. Establishing Group Rapport	2. Promoting Morale	3. Demonstrating Interest and Respect for the Individual	4. Cooperative in Solving Problems	5. Respect for New Ideas and Individuality	6. Promoting Friend- ly Faculty Re- lations	7. Conducting Observations and Analysis Pro- cedures	8. Modifications of Teaching Situa- tions	9. Seeking Unity and Purpose in Progress	10. Assisting in Achievement of Goals	11. Total Number of Pages in Text Devoted to the Concepts
<u>Supervision: A Social Process</u> Barr & Brueckner	28.6 22	9 7	2.5 2	9 7	16.7 13	1.3 1		5.1 4	11.6 9	15.5 12	77
<u>Supervision for Better Schools</u> Wiles	5.7 2			20 7	28.5 9				2.9 1	15.7 16	35
<u>Instructional Supervision</u> Melchior		9.4 5		20.7 11	7.5 4	13.2 7	2.1 1	9.4 5	16.9 9	20.7 11	53
<u>Supervision as Leadership</u> Franseth	6.7 2		2.5 6	33.8 10	13.3 4	20 6				6.7 2	30
<u>Theory and Practice of Supervision</u> Gwynn	4.7 5		5.8 2	2.9 1	11.7 4		5.8 2		35.2 12	23.5 8	34
<u>Supervision as Human Relations</u> Bartky	53.3 16	10 3		30 9					6.6 2		30
<u>Basic Principles of Supervision</u> Adams & Dickey		21.9 7		6.2 2		3.1 1	12.5 4		25 8	31.2 10	32
<u>Supervision, Barr, Burton, &amp; Brueckner</u>	3.9 3	11.7 9	22.4 17	14.5 11	5.3 4	5.3 4	7.9 6	3.9 3	13.2 10	11.7 9	76
<u>Improving the Supervision of Instruction</u> Spears	8.2 7		16.5 15	20 17	5.9 5			9.4 8	18.8 16	20 17	85
<u>Supervision of Elementary Subjects</u> Burton			21.7 20	15.2 14	20.7 19	11.9 11	7.6 7	1.1 1	7.6 7	14 13	92
<u>Supervision in the Elementary School</u> Reeder			9.5 2	28.5 6			9.5 2	28.5 6		23.8 5	21
<u>Supervision as Co-Operative Action</u> Crosby	15.3 2		7.7 1						6.5 8	15.3 2	13
<b>Totals</b>	<b>59</b>	<b>31</b>	<b>65</b>	<b>95</b>	<b>62</b>	<b>30</b>	<b>22</b>	<b>27</b>	<b>82</b>	<b>105</b>	<b>578</b>

TABLE 6--Continued

	Concepts/Areas	
	12. Numeri- cal Rating of Text Among Twelve Texts Exa- mined	
<u>Supervision: A Social Process</u> , Barr & Brueckner	3	
<u>Supervision for Better Schools</u> , Wiles	6	
<u>Instructional Supervision</u> , Melchior	5	
<u>Supervision as Leadership</u> , Franseth	9	
<u>Theory and Practice of Supervision</u> , Gwynn	7	
<u>Supervision as Human Relations</u> , Bartky	9	
<u>Basic Principles of Supervision</u> , Adams & Dickey	8	
<u>Supervision</u> , Barr, Burton, & Brueckner	4	
<u>Improving the Supervision of Instruction</u> , Spears	2	
<u>Supervision of Elementary Subjects</u> , Burton	1	
<u>Supervision in the Elementary School</u> , Reeder	10	
<u>Supervision as Co-Operative Action</u> , Crosby	11	

pages devoted to new ideas and individuality; 12 or 15.5 per cent of the pages devoted to assist in achievement of goals; 9 or 11.6 per cent of the pages devoted to unity and purpose in progress; 7 or 9 per cent of the pages devoted to both promoting morale and co-operative in solving problems; 4 or 5.1 per cent of the pages devoted to modification of teaching situation and 2 or 2.5 per cent of the pages devoted to demonstrating interest and respect for individuals. In their discussion of the Leadership Role in Supervision, Barr and Brueckner omitted direct and separate discussion of the concept: Conducting observations and analysis procedures.

The 77 out of a total of 715 pages in the text-Supervision: A Social Process, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked third among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role of supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 638 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Wiles, Supervision for Better Schools.--The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Wiles, ranged from a low of 1 or 2.9 per cent of the pages devoted to both observation and analysis procedures and modification of teaching situation to a high of 16 or 45.7 per cent of the pages devoted to assist in the achievement of goals. The number of

pages of treatment of the remaining concepts ranked as follows: 9 or 28.5 per cent of the pages devoted to providing new ideas and individuality; 7 or 20 per cent of the pages devoted to cooperative in solving problems and 2 or 5.7 per cent of the pages devoted to establishing group rapport. In his discussion of the Leadership Role in Supervision, Wiles omitted direct and separate discussion of such concepts as: Promoting morale, demonstrating interest and respect for the individual, promoting friendly faculty relations, conducting observations and analysis procedures and modifications of teaching situations.

The 35 out of a total of 399 pages in the text - Supervision for Better Schools, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked sixth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 364 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Melchior, Instructional Supervision.--The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Melchior, ranged from a low of 1 or 2.1 per cent of the pages devoted to demonstrating interest and respect for the individual to a high of 11 or 20.7 per cent of the pages devoted to both cooperative in solving problems and assist in achievement of goals. The number of pages of treatment of the remaining concepts

ranked as follows: 9 or 16.9 per cent of the pages devoted to unity and purpose in progress; 7 or 13.2 per cent of the pages devoted to friendly faculty relations; 5 or 9.4 per cent of the pages devoted to both promoting morale and modification of teaching situations and 4 or 7.5 per cent of the pages devoted to provide new ideas and individuality. In his discussion of the Leadership Role in Supervision, Melchior omitted direct and separate discussion of such concepts as: Establishing group rapport and demonstrating interest and respect for the individual.

The 53 out of a total of 485 pages in the text - Instructional Supervision, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked fifth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 432 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Franseth, Supervision as Leadership.--The number of pages given over to the treatment of the Leadership Role in Supervision, according to Franseth, ranged from a low of 2 or 6.7 per cent of the pages devoted to both establishing group rapport and assisting in achievement of goals to a high of 10 or 33.3 per cent of the pages devoted to co-operative in solving problems. The total number of pages of treatment of the remaining concepts ranked as follows: 6 or 20 per cent of the

pages devoted to demonstrating interest and respect for the individual and friendly faculty relations and 4 or 13.3 per cent of the pages devoted to providing new ideas and individuality. In her discussion of the Leadership Role in Supervision, Franseth omitted direct and separate discussion of such concepts as: Promoting morale, conducting observations and analysis procedures, modifications of teaching situations and seeking unity and purpose in progress.

The 30 out of a total of 376 pages in the text - Supervision as Leadership, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 346 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Gwynn, Theory and Practice of Supervision.--The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Gwynn, ranged from a low of 1 or 2.9 per cent of the pages devoted to friendly faculty relations to a high of 12 or 35.2 per cent of the pages devoted to unity and purpose in progress. The total number of pages given over to the remaining concepts ranked as follows: 8 or 23.5 per cent of the pages devoted to assist in achievement of goals; 5 or 14.7 per cent of the pages devoted to establishing group rapport; 4 or 11.7 per cent of the pages devoted to



provising new ideas and individuality and 2 or 5.8 per cent of the pages devoted to both demonstrating interest and respect for the individual and observations and analysis procedures. In his discussion of the Leadership Role in Supervision, Gwynn omitted direct and separate discussion of such concepts as: Promoting morale, promoting friendly faculty relations and modifications of teaching situations.

The 34 out of a total of 473 pages in the text - Theory and Practice of Supervision, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked seventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 439 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Bartky, Supervision as Human Relations.--The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Bartky, ranged from a low of 2 or 6.6 per cent of the pages devoted to seeking unity and purpose in progress to a high of 16 or 53.3 per cent of the pages devoted to establishing group rapport. The total number of pages of treatment of the remaining concepts ranked as follows: 9 or 30 per cent of the pages devoted to cooperative in solving problems and 3 or 10 per cent

of the pages devoted to promoting morale. In his discussion of the Leadership Role in Supervision, Bartky omitted direct and separate discussion of such concepts as: Demonstrating interest and respect for the individual, respect for new ideas and individuality, promoting friendly faculty relations, conducting observations and analysis procedures, modifications of teaching situations and assisting in achievement of goals.

The 30 out of a total of 308 pages in the text - Supervision as Human Relations, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 278 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Adams and Dickey, Basic Principles of Supervision.--The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Adams and Dickey, ranged from a low of 1 or 3.1 per cent of the pages devoted to promoting friendly faculty relations to a high of 10 or 31.2 per cent of the pages devoted to assist in achievement of goals. The total number of pages of treatment of the remaining concepts ranked as follows: 8 or 25 per cent of the pages devoted to unity and progress; 7 or 21.9 per cent of the pages devoted to promoting morale; 4 or 12.5 per cent of the pages

devoted to cooperative in solving problems and 2 or 6.2 per cent of the pages devoted to observation and analysis procedures. In their discussion of the Leadership Role in Supervision, Adams and Dickey omitted direct and separate discussion of such concepts as: Establishing group rapport, demonstrating interest and respect for the individual, respect for new ideas and individuality and modifications of teaching situations.

The 32 out of a total of 320 pages in the text - Basic Principles of Supervision, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked eighth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 288 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Barr, Burton, and Brueckner, Supervision.---The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Barr, Burton and Brueckner, ranged from a low of 3 or 3.9 per cent of the pages devoted to establishing group rapport to a high of 17 or 22.4 per cent of the pages devoted to demonstrating interest and respect for the individual. The total number of pages of treatment of the remaining concepts ranked as follows: 11 or 14.5 per cent of the pages devoted to cooperative in solving problems; 10 or 13.2 per cent of the pages devoted to unity and purpose in

progress; 9 or 11.7 per cent of the pages devoted to promoting morale, and assist in achievement of goals; 6 or 7.9 per cent of the pages devoted to observations and analysis procedures and 4 or 5.3 per cent of the pages devoted to both providing new ideas and individuality and friendly faculty relations.

The 76 out of a total of 879 pages in the text - Supervision, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked fourth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 803 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Spears, Improving the Supervision of Instruction.---The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Spears, ranged from a low of 5 or 5.9 per cent of the pages devoted to both observations and analysis procedures, and friendly faculty relations to a high of 17 or 20 per cent of the pages devoted to both cooperative in solving problems, and assist in the achievement of goals. The total number of pages of treatment of the remaining concepts ranked as follows: 16 or 18.8 per cent of the pages devoted to unity and purpose in progress; 15 or 16.5 per cent of the pages devoted to demonstrating interest and respect for the individual; 8 or 9.4 per cent of the pages devoted to observa-

tions and analysis procedures; 7 or 8.2 per cent of the pages devoted to providing new ideas and individuality. In his discussion of the Leadership Role in Supervision, Spears omitted direct and separate discussion of such concepts as: Promoting morale, promoting friendly faculty relations and conducting observations and analysis procedures.

The 85 out of a total of 478 pages in the text - Improving the Supervision of Instruction, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked second among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 393 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Burton, Supervision of Elementary Subjects.---The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Burton, ranged from a low of 1 or 1.1 per cent of the pages devoted to both promoting morale, and establishing group rapport to a high of 20 or 21.7 per cent of the pages devoted to demonstrating interest and respect for the individual. The number of pages of treatment of the remaining concepts ranked as follows: 19 or 20.7 per cent of the pages devoted to providing new ideas and individuality; 14 or 15.2 per cent of the pages devoted to cooperative in solving problems; 13 or 14 per cent of the pages devoted to assist in the achievement of goals; 11 or 11.9 per cent of the pages devoted to friendly faculty relations and 7 or 7.6 per cent of the pages

devoted to both observations and analysis procedures and unity and purpose in progress. In his discussion of the Leadership Role in Supervision, Burton omitted direct and separate discussion of such concepts as: Establishing group rapport and promoting morale.

The 92 out of a total of 710 pages in the text - Supervision of Elementary Subjects, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked first among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 618 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Reeder, Supervision in the Elementary School.--The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Reeder, ranged from a low of 2 or 9.5 per cent of the pages devoted to both demonstrating interest and respect for the individual, and observations and analysis procedures to a high of 6 or 28.5 per cent of the pages devoted to both co-operative in solving problems and modification of teaching situations. The total number of pages of treatment of the remaining concepts ranked as follows: 5 or 23.8 per cent of the pages devoted to assist in the achievement of goals.

The 21 out of a total of 386 pages in the text - Supervision in

Elementary School, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 365 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Crosby, Supervision as Co-operative Action.--The number of pages given over to the treatment of the concepts of the Leadership Role in Supervision, according to Crosby, ranged from a low of 1 or 7.7 per cent of the pages devoted to demonstrating interest and respect for the individual to a high of 8 or 6.5 per cent of the pages devoted to unity and purpose in progress. The total number of pages of treatment of the remaining concepts ranked as follows: 2 or 15.3 per cent of the pages devoted to both establishing group rapport and assist in the achievement of goals. In her discussion of the Leadership Role in Supervision, Crosby omitted direct and separate discussion of such concepts as: Promoting morale, cooperative in solving problems, respect for new ideas and individuality, promoting friendly faculty relations, conducting observations and analysis procedures, and modifications of teaching situations.

The 13 out of a total of 334 pages in the text - Supervision as Co-operative Action, which were devoted to the sub-area of the leadership role in supervision, indicated that this text ranked eleventh

among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the leadership role in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 321 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Within the over-all pattern of the leadership role in supervision, the sub-areas or specific tasks ranged from a low of 27 for modification of teaching situations to a high of 95 for cooperative in solving problems among the twelve texts examined. The sub-areas or specific tasks identified for the leadership role in supervision and indicated for greater emphasis of treatment among the source-texts ranked as follows: (1) Cooperative in solving problems, (2) Seeking unity and purpose in progress, and (3) Demonstrating interest and respect for the individual.

#### Concepts in the Research Function in Supervision

This section of the research-report presents the content analysis of the "concepts of the research function in supervision" found in the twelve source books. The quantitative indices are presented in Table 7, page 103.

Barr and Brueckner, Supervision: A Social Process.—The number of pages given over to the treatment of the concepts of the Research Function of Supervision, according to Barr and Brueckner, ranged from



TABLE 7

## CONCEPTS IN THE RESEARCH FUNCTION IN SUPERVISION

Textbooks	Concepts/Areas							
	1. Established Principles & Foundeds Beliefs Guide or Support Curriculum Development	2. Systematic Investigation to the Study of Problems	3. Sources of Studies Relative to Other Studies of Problems	4. Creative Implementation and Application of Research Findings	5. Stimulate Research in Teachers	6. Conduct Self-Analysis	7. Total Number of Pages in Text Devoted to the Concepts	8. Numerical Rating of Text Among the Twelve Texts Examined
<u>Supervision: A Social Process</u> Barr & Brueckner	28.9 22	11.8 9	29.7 15	19.7 15	13.1 10	6.6 5	76	1
<u>Supervision for Better Schools</u> Wiles	25.8 8	3.2 1	9.7 3	32.3 10	16.1 5	12.9 4	31	5
<u>Instructional Supervision</u> Melchior	43.5 10	4.3 7		17.4 4	8.7 2		23	6
<u>Supervision as Leadership</u> Franseth	31.8 7	22.7 5	31.8 7	13.6 3			22	7
<u>Theory and Practice of Supervision</u> Gwynn	27.5 11	17.5 7	22.5 9	22.5 9	2.5 1	7.5 3	40	2
<u>Supervision as Human Relations</u> Bartky	29.4 5	5.9 1	5.9 1	17.6 3	41.1 7		17	9
<u>Basic Principles of Supervision</u> Adams & Dickey	25 3	16.6 2		58.3 7			12	11
<u>Supervision, Barr, Burton, &amp; Brueckner</u>	31.3 5		25 4	18.7 3	6.3 1	18.7 3	16	10
<u>Improving the Supervision of Instruction</u> Spears	18.4 7	10.5 4	15.8 6	23.6 9	18.4 7	13.1 5	38	3
<u>Supervision of Elementary Subjects</u> Burton	47.6 10	4.8 1	13.8 3	33.3 7			21	8
<u>Supervision in the Elementary School</u> Reeder	45.4 5	18.1 2		27.3 3	9.1 1		11	12
<u>Supervision as Co-Operative Action</u> Crosby	10.8 4	4.3 9	18.9 7	27 10	10.8 4	8.1 3	37	4
Totals	97	48	55	83	38	23	344	

a low of 5 or 6.6 per cent of the pages devoted to self-analysis to a high of 22 or 28.9 per cent of the pages devoted to established principles and founded beliefs guide or support curriculum development. The total number of pages of treatment of the remaining concepts ranked as follows: 15 or 19.7 per cent of the pages devoted to both sources of studies relative to other studies of problems; and creative implementation and application of research findings; 10 or 13.1 per cent of the pages devoted to stimulate research in teachers; and 9 or 11.8 per cent of the pages devoted to systematic investigation to the study of problems.

The 76 out of a total of 715 pages in the text - Supervision: A Social Process, which were devoted to the sub-area of the research function in supervision, indicated that this text ranked first among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 639 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Wiles, Supervision for Better Schools.---The number of pages given over to the treatment of the concepts of the Research Function in Supervision, according to Wiles, ranged from a low of 1 or 3.2 per cent of the pages devoted to systematic investigation to the study of problems to a high of 10 or 32.3 per cent of the pages devoted to creative implementation and application of research findings. The

total number of pages of treatment of the remaining concepts ranked as follows: 8 or 25.8 per cent of the pages devoted to established principles and founded beliefs guide or support curriculum development; 5 or 16.1 per cent of the pages devoted to stimulate research in teachers; 4 or 12.9 per cent of the pages devoted to self-analysis; and 3 or 9.7 per cent of the pages devoted to creative implementation and application of research findings.

The 31 out of a total of 399 pages in the text - Supervision for Better Schools, which were devoted to the sub-area of the research function in supervision, indicated that this text ranked fifth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 368 pages are given over to the treatment of the concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Melchior, Instructional Supervision.--The number of pages given over to the treatment of the Research Function of Supervision, according to Melchior, ranged from a low of 2 or 8.7 per cent of the pages devoted to stimulate research in teachers to a high of 10 or 43.5 per cent of the pages devoted to establish principles and founded beliefs guide or support curriculum development. The total number of pages of treatment of the remaining concepts ranked as follows: 7 or 4.3 per cent of the pages devoted to source of studies relative to other studies

relative to other studies of problems and 4 or 17.4 per cent of the pages devoted to creative implementation and application of research findings. In his discussion of the Research Function in Supervision, Melchior omitted direct and separate discussion of such concepts as: Sources of studies relative to other studies of problems and conduct self-analysis.

The 23 out of a total of 485 pages in the text - Instructional Supervision, which were devoted to the sub-area of the research function in supervision, indicated that this text ranked sixth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 462 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Franseth, Supervision as Leadership.--The number of pages given over to the treatment of the concepts of the Research Function in Supervision, according to Franseth, ranged from a low of 3 or 13.6 per cent of the pages devoted to creative implementation and application of research findings to a high of 7 or 31.8 per cent of the pages devoted to both established principles and founded beliefs guide or support curriculum development, and source of studies relative to other studies of problems. The total number of pages of treatment of the remaining concepts ranked as follows: 5 or 22.7 per cent of the pages

devoted to systematic investigation to the study of problems. In her discussion of the Research Function in Supervision, Franseth omitted direct and separate discussion of such concepts as: Stimulate research in teachers and conduct self-analysis.

The 22 out of a total of 376 pages in the text - Supervision as Leadership, which were devoted to the sub-area of the research function in supervision, indicated that this text ranked seventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 354 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Gwynn, Theory and Practice of Supervision.--The number of pages given over to the treatment of the concepts of the Research Function in supervision, according to Gwynn, ranged from a low of 1 or 2.5 per cent of the pages devoted to stimulate research in teachers to a high of 11 or 27.5 per cent of the pages devoted to established principles and founded beliefs guide or support curriculum development. The total number of pages of treatment of the remaining concepts ranked as follows: 9 or 22.5 per cent of the pages devoted to sources of studies relative to other studies of problems and creative implementation and application of research findings; 7 or 17.5 per cent of the pages devoted to systematic investigation to the study of problems; and 3 or 7.5 per cent of the pages devoted to self-analysis.

The 40 out of a total of 473 pages in the text - Theory and Practice of Supervision, which were devoted to the sub-area of the research function in supervision, indicated that this text ranked second among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 433 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Bartky, Supervision as Human Relations.--The number of pages given over to the treatment of the concepts of the Research Function in Supervision, according to Bartky, ranged from a low of 1 or 5.9 per cent of the pages devoted to both systematic investigation to the study of problems and sources of studies relative to other studies of problems to a high of 7 or 41.1 per cent of the pages devoted to stimulate research in teachers. The total number of pages of treatment of the remaining concepts ranked as follows: 5 or 29.4 per cent of the pages devoted to established principles and founded beliefs guide or support curriculum development and 3 or 17.6 per cent of the pages devoted to creative implementation of research findings. In his discussion of the Research Function in Supervision, Bartky omitted direct and separate discussion on the concept: Conduct self-analysis.

The 17 out of a total of 308 pages in the text - Supervision as Human Relations, which were devoted to the sub-area of the research

function of supervision, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 291 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Adams and Dickey, Basic Principles of Supervision.--The number of pages given over to the treatment of the concepts of the Research Function in Supervision, according to Adams and Dickey, ranged from a low of 2 or 16.6 per cent of the pages devoted to systematic investigation to the study of problems to a high of 7 or 58.3 per cent of the pages devoted to creative implementation of research findings. The total number of pages of treatment of the remaining concepts ranked as follows: 3 or 25 per cent of the pages devoted to established principles and founded beliefs guide or support curriculum development. In their discussion of the Research Function in Supervision, Adams and Dickey omitted direct and separate discussion on such concepts as: Sources of studies relative to other studies of problems, stimulate research in teachers and conduct self-analysis.

The 12 out of a total of 320 pages in the text - Basic Principles of Supervision, which were devoted to the sub-area of the research function of supervision, indicated that this text ranked eleventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in

supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 308 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference of the content-analysis.

Barr, Burton, and Brueckner, Supervision.--The number of pages given over to the treatment of the concepts of the Research Function in Supervision, according to Barr, Burton, and Brueckner, ranged from a low of 1 or 6.3 per cent of the pages devoted to stimulate research in teachers to a high of 5 or 31.3 per cent of the pages devoted to established principles and founded beliefs guide or support curriculum development. The total number of pages of treatment of the remaining concepts ranked as follows: 4 or 25 per cent of the pages devoted to sources of studies relative to other studies of problems and 3 or 18.7 per cent of the pages devoted to both creative implementation and application of research findings and self-analysis. In their discussion of the Research Function in Supervision, Barr, Burton and Brueckner omitted direct and separate discussion of the concept: Systematic investigation to the study of problems.

The 16 out of a total of 879 pages in the text - Supervision, which were devoted to the sub-area of the research function in supervision, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 863



pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Spears, Improving the Supervision of Instruction.--The number of pages given over to the treatment of the concepts of the Research Function in Supervision, according to Spears, ranged from a low of 4 or 10.5 per cent of the pages devoted to systematic investigation to the study of problems to a high of 9 or 23.6 per cent of the pages devoted to creative implementation and application of research findings. The total number of pages of treatment of the remaining concepts ranked as follows: 7 or 18.4 per cent of the pages devoted to both established principles and founded beliefs guide or support curriculum development and stimulate research in teachers; 6 or 15.8 per cent of the pages devoted to sources of studies relative to other studies of problems and 5 or 13.1 per cent of the pages devoted to self-analysis.

The 38 out of a total of 478 pages in the text - Improving the Supervision of Instruction, which were devoted to the sub-area of the research function in supervision, indicated that this text ranked third among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 440 pages are given over to the treatment of concepts, principles and procedures not subsumed under the seven frames-of-reference established for the content-analysis.

Burton, Supervision of Elementary Subjects.--The number of pages

given over to the treatment of the concepts of the Research Function in Supervision, according to Burton, ranged from a low of 1 or 4.8 per cent of the pages devoted to systematic investigation to the study of problems to a high of 10 or 47.6 per cent of the pages devoted to established principles and founded beliefs guide or support curriculum development. The total number of pages of treatment of the remaining concepts ranked as follows: 7 or 33.3 per cent of the pages devoted to creative implementation and application of research findings and 3 or 13.8 per cent of the pages devoted to sources of studies relative to other studies of problems. In his discussion of the Research Function in Supervision, Burton omitted direct and separate discussion of such concepts as: Stimulate research in teachers and conduct self-analysis.

The 21 out of a total of 710 pages in the text - Supervision of Elementary Subjects, which were devoted to the sub-area of the research function in supervision, indicated that this text ranked eighth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 689 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of reference or criteria established as a basis of reference for the content-analysis.

Reeder, Supervision in the Elementary School.--The number of pages given over to the treatment of the concepts of the Research Function in Supervision, according to Reeder, ranged from a low of 1 or 9.1 per cent

of the pages devoted to stimulate research in teachers to a high of 5 or 45.4 per cent of the pages devoted to establish principles and founded beliefs guide or support curriculum development. The total number of pages of treatment of the remaining concepts ranked as follows: 3 or 27.3 per cent of the pages devoted to creative implementation and application of research findings and 2 or 18.1 per cent of the pages devoted to systematic investigation to the study of problems. In his discussion of the Research Function in Supervision, Reeder omitted direct and separate discussion of such concepts as: Sources of studies relative to other studies of problems and conduct self-analysis.

The 11 out of a total of 386 pages in the text - Supervision in the Elementary School, which were devoted to the sub-area of the research function of supervision, indicated that this text ranked twelfth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 375 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Crosby, Supervision as Co-operative Action.--The number of pages given over to the treatment of the concepts of the Research Function in Supervision, according to Crosby, ranged from a low of 3 or 8.1 per cent of the pages devoted to self-analysis to a high of 10 or 27 per cent of the pages devoted to creative implementation and application of research

findings. The total number of pages of treatment of the remaining concepts ranked as follows: 9 or 24.3 per cent of the pages devoted to systematic investigation to the study of problems; 7 or 18.9 per cent of the pages devoted to sources of studies relative to other studies of problems; and 4 or 10.8 per cent of the pages devoted to both established principles and founded beliefs guide or support curriculum development, and stimulate research in teachers.

The 37 out of a total of 334 pages in the text - Supervision as Co-operative Action, which were devoted to the sub-area of the research function of supervision, indicated that this text ranked fourth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the research function in supervision as a significant area of concern in the total pattern of the supervisory function. The remaining 297 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Within the over-all pattern of the research function in supervision, the sub-areas or specific tasks ranged from a low of 23 for conduct self-analysis to a high of 97 for established principles and founded beliefs guide or support curriculum development among the twelve texts examined. The sub-areas or specific tasks identified for the research function of supervision and identified for greater emphasis of treatment among the source-texts ranked as follows: (1) Established principles and founded beliefs guide or support curriculum development, (2) Creative implementation and application of research findings, and (3)

Sources of studies relative to other studies of problems.

### Contrast Between Democratic and Authoritarian Supervisory Direction

This section of the research-report presents the content analysis of the "concepts of the contrast between democratic and authoritarian types of supervisory direction" found in the twelve source books. The quantitative indices are presented in Table 8, page 116.

Barr and Brueckner, Supervision: A Social Process.---The number of pages given over to the treatment of the concepts of the Contrast of Democratic and Authoritarian Types of Supervisory Direction, according to Barr and Brueckner, ranged from a low of 6 or 6.1 per cent of the pages devoted to councils, committees, and other groups are set up to study a given problem versus one person-unorganized program to a high of 38 or 38.4 per cent of the pages devoted to the democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives. The number of pages of treatment of the remaining concepts ranked as follows: 30 or 30.3 per cent of the pages devoted to possesses a willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors; 15 or 15.2 per cent of the pages devoted to selection of leaders based upon ability versus selection based upon seniority, political power, religion, etc; and 10 or 10.1 per cent of the pages devoted to possesses confidence in self, human nature, and the creativity of all individuals versus stereotype and skepticism.

The 99 out of a total of 715 pages in the text - Supervision: A

TABLE 8

CONCEPTS IN THE CONTRAST BETWEEN DEMOCRATIC AND AUTHORITARIAN  
TYPES OF SUPERVISORY DIRECTION

Textbooks	Concepts/Areas						
	1. Selection of Leaders Based Upon Ability-Versus- Seniority or Political Power	2. Willingness & Ability to Create a Cooperative Spirit & Procedure Versus-Imposed Approach in Group Endeavors	3. Confidence in Self Human Nature, & Creativity-Versus Stereotype & Skepticism	4. Democratic Leader Respects Right & Responsibility of All to Contribute in a Group-Versus- Monopoly & Execu- tive Directing	5. Councils, Commit- tees, & Other Groups Study a Given Problem- Versus-One Person or Unorganized Program	6. Total Number of Pages in Text De- voted to the Con- cepts	7. Numerical Rating of Text Among the Twelve Texts Examined
<u>Supervision: A Social Process</u> Barr & Brueckner	15.2 15	30.3 30	10.1 10	38.4 38	6.1 6	99	1
<u>Supervision for Better Schools</u> Wiles	11.4 8	28.6 20	7.1 5	11.4 8	8 8	49	7
<u>Instructional Supervision</u> Melchior	24.1 13	25.9 14	12.9 7	18.5 10	18.5 10	54	6
<u>Supervision as Leadership</u> Franseth	28.5 14	22.4 11	6.1 3	34.6 17	8.2 4	49	7
<u>Theory and Practice of Supervision</u> Gwynn	10.2 4	17.9 7	8.3 3	38.4 15	23 9	38	10
<u>Supervision as Human Relations</u> Bartky	13.3 6	20 9	11.1 5	51.1 23	4.4 2	45	8
<u>Basic Principles of Supervision</u> Adams & Dickey	7.1 2	25 7	32.1 9	35.7 10		28	11
<u>Supervision, Barr, Burton &amp; Brueckner</u>	18.8 15	13.8 11	20 16	32.5 26	15 12	80	3
<u>Improving the Supervision of Instruction</u> Spears	21.5 17	16.4 13	13.8 11	27.8 22	20.3 16	79	4
<u>Supervision of Elementary Subjects</u> Burton	29.8 25	32.1 27	4.8 4	10.7 9	22.6 19	84	2
<u>Supervision in the Elementary School</u> Reeder	4.8 2	24 1		40.4 17	52.4 22	42	9
<u>Supervision as Co-Operative Action</u> Crosby	7.3 15	16.4 9	1.8 1	20 11	34.5 19	55	5
<b>Totals</b>	<b>136</b>	<b>159</b>	<b>74</b>	<b>206</b>	<b>127</b>	<b>702</b>	

Social Process, which were devoted to the sub-area of the contrast of democratic and authoritarian types of supervisory direction, indicated that this text ranked first among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 616 pages are given over to the treatment of the concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Wiles, Supervision for Better Schools.--The number of pages given over to the treatment of the concepts of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Wiles, ranged from a low of 5 or 7.1 per cent of the pages devoted to possesses confidence in self, human nature and creativity of all individuals versus stereotype and skepticism to a high of 20 or 28.6 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors. The total number of pages of treatment of the remaining concepts ranked as follows: 8 or 11.4 per cent of the pages devoted to councils, committees and other groups are set up to study a given problem versus one person-unorganized program; selection of leaders based upon ability versus selection of leaders based upon seniority, political power, etc.; and democratic leader respects the right and responsibility of all persons to contribute in a

given group versus monopolizing or issuance of executive directives.

The 49 out of a total of 399 pages in the text - Supervision for Better Schools, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked seventh among the twelve texts examined in its emphasis according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 350 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Melchior, Instructional Supervision.---The number of pages given over to the treatment of the concepts of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Melchior, ranged from a low of 7 or 12.9 per cent of the pages devoted to possesses confidence in self, human nature, and the creativity of all individuals versus stereotype and skepticism to a high of 14 or 25.9 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors. The total number of pages of treatment of the remaining concepts ranked as follows: 13 or 24.1 per cent of the pages devoted to selection of leaders based upon ability versus selection based upon seniority, political power, religion, etc.; and 10 or 18.5 per cent of the pages devoted to both



democratic leaders respect the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives; and councils, committees, and other groups are set up to study a given problem versus one person-unorganized program.

The 54 out of a total of 485 pages in the text - Instructional Supervision, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked sixth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 431 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Franseth, Supervision as Leadership.--The number of pages given over to the treatment of the concepts of the Contrast between Democratic and Authoritarian Types of Supervisory Direction, according to Franseth, ranged from a low of 3 or 6.1 per cent of the pages devoted to possesses confidence in self, human nature and the creativity of all individuals versus stereotype and skepticism to a high of 17 or 34.6 per cent of the pages devoted to democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives. The total number of pages of treatment of the remaining concepts ranked as follows: 14

or 28.5 per cent of the pages devoted to selection of leader based upon ability versus selection of leaders based upon seniority, political power, religion, etc.; 11 or 22.4 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors; and 4 or 8.2 per cent of the pages devoted to councils, committees, and other groups are set up to study a given problem versus one person-unorganized program.

The 49 out of a total of 376 pages in the text - Supervision as Leadership, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked seventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory function. The remaining 327 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Gwynn, Theory and Practice of Supervision.---The number of pages given over to the treatment of the concepts of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Gwynn, ranged from a low of 3 or 7.9 per cent of the pages devoted to possesses confidence in self, human nature and the creativity of all persons versus stereotype and skepticism to a high of 15 or 39.4 per cent of the pages devoted to democratic leader respects the right and responsibility of all persons to contribute in a given group

versus monopolizing or issuance of executive directives. The number of pages of treatment of the remaining concepts ranked as follows: 9 or 18.3 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors; and 4 or 10.3 per cent of the pages devoted to selection of leader based upon ability versus selection of leader based upon seniority, political power, religion, etc.

The 38 out of a total of 473 pages in the text - Theory and Practice of Supervision, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked tenth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 435 pages are given over to the treatment of the concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Bartky, Supervision as Human Relations.--The number of pages given over to the treatment of the concepts of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Bartky, ranged from a low of 2 or 4.4 per cent of the pages devoted to councils, committees, and other groups are set up to study a given problem versus one person-unorganized program to a high of 23 or 51.1

per cent of the pages devoted to democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives. The total number of pages of treatment of the remaining concepts ranked as follows: 9 or 20 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors; 6 or 13.3 per cent of the pages devoted to selection of leaders based upon ability versus selection based upon seniority, political power, religion, etc.; and 5 or 11.1 per cent of the pages devoted to possesses confidence in self, human nature and the creativity of all individuals stereotype and skepticism.

The 45 out of a total of 308 pages in the text - Supervision as Human Relations, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked eighth among the twelve texts examined in its emphasis according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory function. The remaining 263 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Adams and Dickey, Basic Principles of Supervision.--The number or pages given over to the treatment of the concepts of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Adams and Dickey, ranged from a low of 2 or 7.1 per cent

of the pages devoted to selection of leader based upon ability versus selection of leader based upon seniority, political power, religion, etc, to a high of 10 or 35.7 per cent of the pages devoted to democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives. The total number of pages of treatment of the remaining concepts ranked as follows: 9 or 32.1 per cent of the pages devoted to possesses confidence in self, human nature and the creativity of all individuals versus stereotype and skepticism and 7 or 25 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach. In their discussion of the Contrast between Democratic and Authoritarian Types of Supervisory Direction, Adams and Dickey omitted direct and separate discussion of the concept: Councils, committees and other groups study a given problem versus one person or unorganized program.

The 28 out of a total of 320 pages in the text - Basic Principles of Supervision, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked eleventh among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast of democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 292 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining reference or criteria

established as a basis of reference for the content-analysis.

Barr, Burton, and Brueckner, Supervision.--The number of pages given over to the treatment of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Barr, Burton and Brueckner, ranged from a low of 11 or 13.8 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors to a high of 26 or 32.5 per cent of the pages devoted to democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing and issuance of executive directives. The total number of pages of treatment of the remaining concepts ranked as follows: 16 or 20 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors; 15 or 18.8 per cent of the pages devoted to selection of leader based upon ability versus selection of leader based upon seniority, political power, religion, etc.; and 12 or 15 per cent of the pages devoted to councils, committees and other groups are set up to study a given problem versus one person-unorganized program.

The 80 out of a total of 879 pages in the text - Supervision, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked third among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory direction as

a significant area of concern in the total pattern of the supervisory function. The remaining 799 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Spears, Improving the Supervision of Instruction.--The number of pages devoted to the treatment of the Contrast of Democratic and Authoritarian Types of Supervisory Direction, according to Spears, ranged from a low of 11 or 13.8 per cent of the pages devoted to possesses confidence in self, human nature and the creativity of all individuals versus stereotype and skepticism at a high of 22 or 27.8 per cent of the pages devoted to democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives. The total number of pages of treatment of the remaining concepts ranked as follows: 17 or 21.5 per cent of the pages devoted to selection of leader based upon ability versus selection of leader based upon seniority, political power, religion, etc.; 16 or 20.3 per cent of the pages devoted to councils, committees, and other groups are set up to study a given problem versus one person-unorganized program; and 13 or 16.4 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors.

The 79 out of a total of 478 pages in the text - Improving the Supervision of Instruction, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory

direction indicated that this text ranked fourth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 399 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Burton, Supervision of Elementary Subjects.---The number of pages given over to the treatment of the concepts of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Burton, ranged from a low of 4 or 4.8 per cent of the pages devoted to possesses confidence in self, human nature and the creativity of all individuals to a high of 27 or 32.1 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors. The total number of pages of treatment of the remaining concepts ranked as follows: 25 or 29.8 per cent of the pages devoted to selection of leaders based upon ability versus selection of leader based upon seniority, political power, religion, etc.; 19 or 22.6 per cent of the pages devoted to councils, committees, and other groups are set up to study a given problem versus one person-unorganized program; and 9 or 10.7 per cent of the pages devoted to democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives.



The 84 out of a total of 710 pages in the text - Supervision of Elementary Subjects, which were devoted to the sub-area of the contrast of democratic and authoritarian types of supervisory direction, indicated that this text ranked second among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 626 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Reeder, Supervision in the Elementary School.--The number of pages given over to the treatment of the concepts of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Reeder, ranged from a low of 1 or 2.4 per cent of the pages devoted to possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors to a high of 22 or 52.4 per cent of the pages devoted to councils, committees, and other groups are set up to study a given problem versus one person-unorganized program. The total number of pages of treatment of the remaining concepts ranked as follows: 17 or 40.4 per cent of the pages devoted to democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives and 2 or 4.8 per cent of the pages devoted to selection of leader based upon

ability versus selection of leader based upon seniority, political power, religion, etc. In his discussion of the Contrast between Democratic and Authoritarian Types of Supervisory Direction, Reeder omitted direct and separate discussion of the concept: Confidence in self, human nature and creativity versus stereotype and skepticism.

The 42 out of a total of 386 pages in the text - Supervision in the Elementary School, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked ninth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast between democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 344 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Crosby, Supervision as Co-operative Action.--The number of pages given over to the treatment of the concepts of the Contrast Between Democratic and Authoritarian Types of Supervisory Direction, according to Crosby, ranged from a low of 1 or 1.8 per cent of the pages devoted to possesses confidence in self, human nature and creativity of all individuals versus stereotype and skepticism to a high of 19 or 34.5 per cent of the pages devoted to councils, committees, and other groups are set up to study a given problem versus one person-unorganized program. The total number of pages of treatment of the

remaining concepts ranked as follows: 15 or 27.3 per cent of the pages devoted to selection of leader based upon ability versus selection of leader based upon seniority, political power, religion, etc.; 11 or 20 per cent of the pages devoted to democratic leaders respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives; and 9 or 16.4 per cent of the pages devoted to possesses a willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed and authoritarian approach in group endeavors.

The 55 out of a total of 334 pages in the text - Supervision as Co-operative Action, which were devoted to the sub-area of the contrast between democratic and authoritarian types of supervisory direction, indicated that this text ranked fifth among the twelve texts examined in its emphasis, according to the number of pages used in the discussion of the contrast of democratic and authoritarian types of supervisory direction as a significant area of concern in the total pattern of the supervisory function. The remaining 279 pages are given over to the treatment of concepts, principles and procedures which are explicitly or implicitly subsumed under the remaining six frames-of-reference or criteria established as a basis of reference for the content-analysis.

Within the overall pattern of the contrast between democratic and authoritarian types of supervisory direction, the sub-area or specific tasks ranged from a low of 74 for possesses confidence in self, human nature and creativity of all individuals versus stereotype and skepticism to a high of 206 for democratic leader respects the right and responsibility

of all persons to contribute in a given group versus monopolizing or issuance of executive directives among the twelve texts examined. The sub-areas or specific tasks identified for the contrast between democratic and authoritarian types of supervisory direction and indicated for greater emphasis of treatment among the source-texts ranked as follows: (1) Democratic leader respects the right and responsibility of all persons to contribute in a given group versus monopolizing or issuance of executive directives, (2) possesses willingness and ability to create a co-operative spirit and procedure in group endeavors versus imposed authoritarian approach in group endeavors, and (3) selection of leader based upon ability versus selection of leader based upon seniority, political power, religion, etc.

#### Interpretative Summaries

Resume of the findings.--All of the quantitative measures basic to the analysis and interpretation of the data presented throughout Chapter II, as shown in Tables 1 through 9, are summarized in the Summary Tables 1 and 2, pages 131 and 134 for the indicated frequencies and per cents for the respective major and sub-areas of the content analysis on the treatment of the supervisory function in the twelve source-texts investigated. These areas of the supervisory function were:

1. Concepts in the philosophy of supervision
2. Concepts in the objectives of supervision
3. Organizational patterns of the supervisory function and/or activity
4. Methodologies in supervision
5. Leadership role in supervision

TABLE 9

SUMMARY TABLE 1

Textbooks	Concepts/Areas								
	1. Nature & Scope of the Philosophy of Supervision	2. Nature and Scope of the Objectives of Supervision	3. The Methodolo- gies Used in Supervision	4. The Organiza- tional Patterns of the Supervi- sory Program	5. The Leadership Role of Super- vision	6. The Research Function in Supervision	7. The Contrast of Democratic & Authoritarian Direction	Number of Pages Given Over to Major Concepts	Ranks of Empha- sis Based on Number of Pages for the Respec- tive Areas
<u>Supervision: A Social Process</u> Barr & Brueckner	2	5	4	2	3	1	1	714½	2
<u>Supervision for Better Schools</u> , Wiles	3	12	5	10	6	5	7	386	7
<u>Instructional Supervision</u> , Melchior	8	6	3	9	5	6	6	449	6
<u>Supervision as Leadership</u> , Franseth	10	7	10	4	9	7	7	362	9
<u>Theory and Practice of Supervision</u> Gwynn	4	3	7	3	7	2	10	459	5
<u>Supervision as Human Relations</u> , Bartky	11	8	11	7	9	9	8	278	11
<u>Basic Principles of Supervision</u> , Adams & Dickey	9	11	12	8	8	11	11	264	12
<u>Supervision</u> , Barr, Burton, & Brueckner	1	1	2	1	4	10	3	824	1
<u>Improving the Supervision of Instruction</u> Spears	6	10	6	6	2	3	4	462	4
<u>Supervision of Elementary Subjects</u> Burton	7	2	1	8	1	8	2	597	3
<u>Supervision in the Elementary School</u> Reeder	5	4	8	5	10	12	9	384	8
<u>Supervision as Co-Operative Action</u> Crosby	10	9	9	11	11	4	5	313	10

TABLE 9--Continued

Textbooks	Concepts/Areas							
	Numerical Rating for Texts Based on Treatment of the Respective Areas	Area - 1	Area - 2	Area - 3	Area - 4	Area - 5	Area - 6	Area - 7
<u>Supervision: A Social Process</u> , Barr & Brueckner		223½	101	94	44	77	76	99
<u>Supervision for Better Schools</u> , Wiles		129	44	81	17	35	31	49
<u>Instructional Supervision</u> , Melchior		91	99	111	18	53	23	54
<u>Supervision as Leadership</u> , Franseth		84	92	49	36	30	22	49
<u>Theory and Practice of Supervision</u> , Gwynn		125	124	57	41	34	40	38
<u>Supervision as Human Relations</u> , Bartky		39	70	40	29	30	17	45
<u>Basic Principles of Supervision</u> , Adams & Dickey		80	46	33	25	32	12	20
<u>Supervision</u> , Barr, Burton, & Brueckner		243	175	126	108	76	16	80
<u>Improving the Supervision of Instruction</u> Spears		109	50	71	30	85	38	79
<u>Supervision of Elementary Subjects</u> , Burton		107	127	141	25	92	21	84
<u>Supervision in the Elementary School</u> , Reeder		116	105	56	33	21	11	42

TABLE 9--Continued

Textbooks	Concepts/Areas							
	Numerical Rating for Texts Based on Treat- ment of the Respec- tive Areas	Area - 1	Area - 2	Area - 3	Area - 4	Area - 5	Area - 6	Area - 7
<u>Supervision as Co-Operative Action</u> Crosby		84	58	55	11	13	37	55

TABLE 10

SUMMARY OF DISTRIBUTION OF THE TOTAL NUMBER OF PAGES IN THE TWELVE SELECTED TEXTBOOKS  
AND THE NUMERICAL RATING OF THE TOTAL NUMBER OF PAGES DEVOTED TO THE SEVEN  
SELECTED AREAS OF SUPERVISION

Textbooks	Concepts/Areas							Total Number of Pages Devoted to the Concepts	Total Number of Pages Excluding the Seven Frames-of-Reference for Each Text	Total Number of Pages in the Textbook
	1. The Nature and Scope of the Philosophy of Supervision	2. The Nature and Scope of the Objectives of Supervision	3. The Methodologies Used in Supervision	4. The Organizational Patterns of the Supervisory Program	5. The Leadership Role of Supervision	6. The Research Function in Supervision	7. The Contrast of Democratic and Authoritarian Direction			
<u>Supervision: A Social Process</u> , Barr & Brueckner	223½	101	94	44	77	76	99	714½	½	715
<u>Supervision for Better Schools</u> , Wiles	129	44	81	17	35	31	49	386	13	399
<u>Instructional Supervision</u> , Melchior	91	99	111	18	53	23	54	449	36	485
<u>Supervision as Leadership</u> , Franseth	84	92	49	36	30	22	49	362	14	376
<u>Theory and Practice of Supervision</u> , Gwynn	125	124	57	41	34	40	38	459	14	473
<u>Supervision as Human Relations</u> , Bartky	39	78	40	29	30	17	45	278	30	308
<u>Basic Principles of Supervision</u> , Adams & Dickey	88	46	33	25	32	12	28	264	56	320
<u>Supervision</u> , Barr, Burton, & Brueckner	243	175	126	108	76	16	80	824	55	879
<u>Improving the Supervision of Instruction</u> , Spears	109	50	71	30	85	38	79	462	16	478
<u>Supervision of Elementary Subjects</u> , Burton	107	127	141	25	92	21	84	597	113	710
<u>Supervision in the Elementary School</u> , Reeder	116	105	56	33	21	11	42	384	2	386
<u>Supervision as Cooperative Action</u> , Crosby	84	58	55	11	13	37	55	313	21	334



TABLE 10--Continued

Textbooks	Concepts/Areas								
	Numerical Rating of Total Number of Pages in Text	Area - 1	Area - 2	Area - 3	Area - 4	Area - 5	Area - 6	Area - 7	Rating of Text According to Total Number Pages Devoted to the Concepts
<u>Supervision: A Social Process</u> , Barr & Brueckner	2	2	5	4	2	3	1	1	2
<u>Supervision for Better Schools</u> , Wiles	7	3	12	5	10	6	5	7	7
<u>Instructional Supervision</u> , Melchior	4	8	6	3	9	5	6	6	6
<u>Supervision as Leadership</u> , Franseth	9	10	7	10	4	9	7	7	9
<u>Theory and Practice of Supervision</u> , Gwynn	6	4	3	7	3	7	2	10	5
<u>Supervision as Human Relations</u> , Bartky	12	11	8	11	7	9	9	8	11
<u>Basic Principles of Supervision</u> , Adams & Dickey	10	9	11	12	8	8	11	11	12
<u>Supervision</u> , Barr, Burton & Brueckner	1	1	1	2	1	4	10	3	1
<u>Improving the Supervision of Instruction</u> , Spears	5	6	10	6	6	2	3	4	4
<u>Supervision of Elementary Subjects</u> , Burton	3	7	2	1	8	1	8	2	3
<u>Supervision in the Elementary School</u> , Reeder	8	5	4	8	5	10	12	9	8
<u>Supervision as Co-operative Action</u> , Crosby	11	10	9	9	11	11	4	5	10

6. Research function in supervision
7. Contrast between democratic and authoritarian types of supervisory direction

The "interpretative summaries" of the findings of this research are reported separately for each of the major areas of the over-all supervisory function and/or program.

#### Interpretative Summations

Interpretative summary on the total pagination of the books.--The data on the total number of pages in each of the twelve source-books, as shown in Table 1, may be summarized and interpreted as follows:

1. The total number of pages in each of the twelve books ranged from a low of 308 for Bartky, Supervision as Human Relations to a high of 879 for Barr, Burton and Brueckner, Supervision. The other three ranking books, in terms of total pages, used to treat the total area of supervision were: Barr and Brueckner, Supervision: A Social Process, Burton, Supervision of Elementary Subjects, Melchior, Instructional Supervision.

Interpretative summary on the philosophy of supervision.--The data on the number of pages devoted to the respective sub-topics on the philosophy of supervision in each of the twelve source-books, as shown in Table 2, may be summarized and interpreted as follows:

2. The total number of pages in each of the twelve books ranged from a low of 39 for Bartky, Supervision as Human Relations to a high of 243 for Barr, Burton and Brueckner, Supervision. The other three ranking books, in terms of total pages used to treat the sub-area of the philosophy of supervision were: Barr and Brueckner, Supervision: A Social Process, Wiles, Supervision for Better Schools and Gwynn, Theory and Practice of Supervision.

Interpretative summary on the objectives of supervision.--The data on the number of pages devoted to the respective sub-topics on the objectives of supervision in each of the twelve source-books, as shown

in Table 2, may be summarized and interpreted as follows:

3. The total number of pages in each of the twelve books ranged from a low of 44 for Wiles, Supervision for Better Schools to a high of 175 for Barr, Burton and Brueckner, Supervision. The other three ranking books in terms of total pages used to treat the sub-area of the objectives of supervision, were: Burton, Supervision of Elementary Subjects, Gwynn, Theory and Practice of Supervision, and Reeder, Supervision in the Elementary School.

Interpretative summary on the methodologies used in supervision.--

The data on the total number of pages in each of the twelve source-

books, as shown in Table 2, may be summarized and interpreted as follows:

4. The total number of pages in each of the twelve books ranged from a low of 33 for Adams, Basic Principles of Supervision to a high of 141 for Burton, Supervision of Elementary Subjects. The other three ranking books in terms of total pages used to treat the sub-area of the methodologies used in supervision, were: Barr, Burton and Brueckner, Supervision, Melchior, Instructional Supervision and Barr and Brueckner, Supervision: A Social Process.

Interpretative summary on the organizational patterns of supervision.--The data on the total number of pages in each of the twelve source-books, as shown in Table 2, may be summarized and interpreted as follows:

5. The total number of pages in each of the twelve books ranged from a low of 11 for Crosby, Supervision as Co-operative Action to a high of 108 for Barr, Burton and Brueckner, Supervision. The other three ranking books in terms of the total pages used to treat the sub-area of the organizational patterns of supervision, were: Barr and Brueckner, Supervision: A Social Process, Gwynn, Theory and Practice of Supervision and Franseth, Supervision as Leadership.

Interpretative summary on the leadership role in supervision.--The data on the total number of pages in each of the twelve source-books, as shown in Table 2, may be summarized and interpreted as follows:

6. The total number of pages in each of the twelve books ranged from a low of 13 for Crosby, Supervision as Co-operative

Action to a high of 92 for Burton, Supervision of Elementary Subjects. The other three ranking books in terms of the total pages used to treat the sub-area of the leadership role in supervision, were: Spears, Improving the Supervision of Instruction, Barr and Brueckner, Supervision: A Social Process and Barr, Burton and Brueckner, Supervision.

Interpretative summary on the research function in supervision.--

The data on the total number of pages in each of the twelve source-books, as shown in Table 2, may be summarized and interpreted as follows:

7. The total number of pages in each of the twelve books ranked from a low of 11 for Adams and Dickey, Basic Principles of Supervision to a high of 76 for Barr and Brueckner, Supervision: A Social Process. The other ranking books, in terms of total pages used to treat the sub-area of the research function in supervision were: Gwynn, Theory and Practice of Supervision, Spears, Improving the Supervision of Instruction, Crosby, Supervision as Co-operative Action.

Interpretative summary on the contrast between democratic and authoritarian types of supervisory direction.--The data on the total number of pages in each of the twelve source-books, as shown in Table 2, may be summarized and interpreted as follows:

8. The total number of pages in each of the twelve books ranged from a low of 28 for Adams and Dickey, Basic Principles of Supervision to a high of 99 for Barr and Brueckner, Supervision: A Social Process. The other three ranking books, in terms of the total pages used to treat the sub-area of the contrast between democratic and authoritarian types of supervisory direction, were: Burton, Supervision of Elementary Subjects, Barr, Burton and Brueckner, Supervision, and Spears, Improving the Supervision of Instruction.

## CHAPTER III

### SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### Background Summary of the Study

Any perusal of the literature on the nature, scope and methodology of the Supervisory Function would appear to suggest and emphasize the apparent need for some commonly accepted frames-of-reference for supervision. Further still, the experts and workers in the field of education have given the following distinct points of emphases upon the over-all function of supervision, such as:

1. The emphasis upon the improvement of the teaching act itself
2. The emphasis upon the improvement of the teacher herself or himself
3. The emphasis upon the improvement and development of the curriculum
4. The emphasis upon the measurement and development of pupil progress
5. The emphasis upon the group dynamics of the supervisory situation: that is, the use of democratic or co-operative procedures within the educational personnel and between the educational personnel and citizenry

As the result of challenging experiences while engaged in a field service course, a requirement of supervisors in training as well as experience in the field, the writer became aware of contrasting and often-times controversial differences in the frames-of-reference for the supervisory function. The writer, therefore, deemed that it would be fitting and proper as well as fruitful to do the required research

for the Master's degree by taking as a problem the content analysis of selected textbooks on supervision; and to identify and to determine the similarities and differences in the conceptualizations of the supervisory function and the patterns of organization thereof.

It was felt that the value of this research was in the extent to which the findings would serve: (a) to identify the similarities and differences in the major topics dealt with, (b) to determine the relative emphasis placed upon the respective areas of supervision treated, and (c) to determine whether or not there was a possible synthesis in differing concepts and organizational patterns for supervision as reflected in the content analysis of twelve (12) selected textbooks on supervision.

The problem involved in this research was to develop an analysis and interpretation of the pagination, scope and organization of content pertinent to the specific areas of supervision of recent publication. More specifically, the purpose was to determine for each of the twelve texts a systematic and quantitative description of the presentation of the following areas of supervisory processes and practices:

1. The nature and scope of the philosophy of supervision
2. The nature and scope of the objectives of supervision
3. The methodologies used in supervision
4. The organizational patterns of the supervisory program
5. The leadership role in supervision
6. The research function in supervision
7. The contrast between democratic and authoritarian types of supervisory direction

8. And, from the total analysis, formulate whatever implications for educational theory and practice as may be derived from the data.

The major limitations of this research were that the sources of data were restricted to a list of selected textbooks on supervision published and widely used during the period of 1951-1963. An analysis employing specific measures of content was confined to the similarities and differences derived exclusively from the twelve basic sources.

#### Locale and Research-Design of the Study

The significant aspects of the locale and research design of this study are outlined below:

1. Locale - This study was conducted during the spring semester and the 1964-1965 school year with the collection of data being done at Atlanta University, Atlanta, Georgia and Pembroke, Georgia, the home of the researcher.
2. Method of Research - The Descriptive-Survey Method of research, employing the technique of content analysis, was used to collect the data.
3. Subjects and Materials - The subjects and materials involved in this research were the textbooks and authors: Supervision: A Social Process, Barr and Brueckner, Supervision for Better Schools, Wiles, Instructional Supervision, Melchior, Supervision as Leadership, Franseth, Theory and Practice of Supervision, Gwynn, Supervision as Human Relations, Bartky, Basic Principles of Supervision, Adams and Dickey, Supervision, Barr, Burton and Brueckner, Improving the Supervision of

Instruction, Spears, The Supervision of Elementary Subjects,  
 Burton, Supervision in the Elementary School, Reeder,  
Supervision as Co-operative Action, Crosby. And, an analysis  
 checklist developed by the researcher.

4. Criterion of Reliability - The criterion of reliability of  
 the data was the degree of objectivity with which the re-  
 searcher followed and interpreted the items of the Analysis  
Checklist.
5. Procedures - The procedural steps used in conducting this re-  
 search were the following:
  - a. The pertinent related literature was reviewed, summarized  
 and presented in the final thesis copy.
  - b. The twelve selected textbooks on supervision were tho-  
 roughly read, analyzed and evaluated according to the  
 selected areas of supervision.
  - c. Seven areas of the supervisory function as identified  
 under Purpose of the Study were selected as the approaches  
 and emphases of the "content analysis" of the selected  
 texts.
  - d. Specific topic-areas were subsumed under each of the  
 seven major areas so as to make more identifiable,  
 specific and discriminating the respective facets of  
 the over-all "content analysis."
  - e. A table which portrayed the detailed analysis-items was  
 prepared for each of the seven major areas of the problem.
  - f. The analysis and synthesis of the data on each of the  
 seven problem-areas were statistically treated with  
 reference to the frequency and per cent of each data-  
 item as shown in the tables.
  - g. The findings, conclusion, implications and recommendations  
 were formulated and are to be found incorporated in the  
 finished thesis copy.

Summary of related literature.--The related literature reviewed



was concerned with the over-all pattern of the supervisory function, together with the identifiable broad areas of the specific tasks, activities and responsibilities carried on by the supervisor, curriculum director or resource-teacher as these pertain to the Teaching-Learning Situation. This current survey of the literature is summarized in the significant abstracted statements and/or generalizations pertinent to the supervisory function which are presented below.

1. Since 1920, the contrasting views of the conceptualizations of the philosophy and/or objectives of supervision have met with varying circumstances. The disagreement among both professional educators and the public insofar as the main responsibilities and/or tasks of the supervisor has been attributed to the rapidly increasing complexity of society; the value of significance of more purposeful learning; and, effective supervisory practices directed toward the total educational process rather than the minute, specific, day-to-day procedures of former years.
2. The major functions of the supervisor involve the responsibilities of improving schools through an effort to achieve the purposes of learning and of supervision. To this end, the supervisor is challenged with three special functions:  
(a) To improve the learning opportunities for children by creating a school climate in which experiences are available to the learner on an optimum educational level with respect to age, achievement, ability, needs, interests and special aptitudes, (b) to upgrade the academic and professional

training of teachers in service through collaborative working arrangements between elementary and secondary schools and institutions of higher learning, and (c) evaluating methods and materials of instruction designed to foster learning according to the child's unique potentialities and problems.

3. The areas of the supervisory function deal not with a single person or aspect of the process but with the many aspects of the development of pupils and with any of several educational leaders working to improve a situation within the general aim of education.
4. Organization as a factor in supervision determines the effectiveness of all of the teacher-procedures and pupil-activities carried on in the total teaching-learning situation.
5. Supervisory leadership which contributes to the promotion of desirable growth of the individual command responsibility and creativity rather than dependency and conformity.
6. It is recognized that the supervisor assumes his rightful role by supporting, assisting, and sharing, (democratic) rather than directing (authoritarian) the myriad of tasks and responsibilities pertinent to an efficient and effective teaching-learning situation and/ or the total educational enterprise.
7. In more recent years the supervisor has been more concerned with participating in and directing research concerned with curriculum content, methodologies of instruction, appraisal of pupil progress, and group dynamics.

8. In recent years increasing emphasis has been placed upon the role of the supervisor as being a resource and consultative person rather than that of classroom inspection and demonstration.

### Summary of Basic Findings

Significant findings of this research were summarized and presented in the paragraphs as follows:

#### Concepts in the Selected Areas of Supervision

1. Pagination on the Nature and Scope of the Philosophy of Supervision.--Further, Table 1 shows the pagination on the topic "the nature and scope of the philosophy of supervision" for each of the twelve texts as follows:

The number of pages ranged from a low of 39 in William H. Burton's Supervision of Elementary Subjects to a high of 243 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "the nature and scope of the philosophy of supervision" ranged from a low of 84 pages in Jane Franseth's Supervision as Leadership and Muriel Crosby's Supervision as Co-operative Action to a high of 223½ in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. Three other ranking texts were: 129, 125 and 116 pages for Kimball Wiles' Supervision for Better Schools, J. Minor Gwynn's Theory and Practice of Supervision and Edwin H. Reeder's Supervision in the Elementary School, respectively.

2. Pagination on The Nature and Scope of the Objectives of Supervision.--Further, Table 1 shows the pagination on the topic "

the nature and scope of the objectives of supervision" for each of the twelve texts as follows:

The number of pages ranged from a low of 44 in Kimball Wiles' Supervision for Better Schools to a high of 175 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 texts the number of pages on the topic "the nature and scope of the objectives of supervision" ranged from a low of 46 pages in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 127 in William H. Burton's Supervision of Elementary Subjects. Three other ranking texts were: 124, 105 and 101 pages for J. Minor Gwynn's Theory and Practice of Supervision, Edwin Reeder's Supervision in the Elementary School, and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, respectively.

3. Pagination of the Methodologies Used in Supervision.--Further, Table 1 shows the pagination on the topic "methodologies used in supervision" for each of the twelve texts as follows:

The number of pages ranged from a low of 33 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 141 in William H. Burton's Supervision of Elementary Subjects. For the other 10 texts the number of pages on the topic "methodologies used in supervision" ranged from a low of 40 in John A. Bartky's Supervision as Human Relations to a high of 126 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. Three other ranking texts were: 111, 94, and 81 pages for William T. Melchior's Instructional Supervision, Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and Kimball Wiles' Supervision for Better Schools, respectively.

4. Pagination on the Organizational Patterns of the Supervisory Program.--Further, Table 1 shows the pagination on the topic "organizational patterns of the supervisory program" for each of the twelve texts as follows:

The number of pages ranged from a low of 11 in Muriel Crosby's Supervision as Co-operative Action to a high of 108 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 texts the number of pages on the topic "organizational patterns of the supervisory program" ranged from a low of 17 pages in Kimball Wiles' Supervision for Better Schools to a high of 44 for Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. Three other ranking texts were: 41, 36, and 33 pages for J. Minor Gwynn's Theory and Practice of Supervision, Jane Franseth's Supervision as Leadership and Edwin H. Reeder's Supervision of Elementary Subjects, respectively.

5. Pagination on the Leadership Role of Supervision.--Further, Table 1 shows the pagination on the topic "leadership role of supervision" for each of the twelve texts as follows:

The number of pages ranged from a low of 13 in Crosby's Supervision as Co-operative Action to a high of 92 for William H. Burton's Supervision of Elementary Subjects. For the other 10 texts the number of pages on the topic "the leadership role of supervision" ranged from a low of 21 pages for Edwin H. Reeder's Supervision in the Elementary School to a high of 85 for Harold Spear's Improving the Supervision of Instruction. Three other ranking texts were: 77, 76 and 53 pages for

Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, Arvil S. Barr, William H. Burton, and Leo J. Brueckner's Supervision, and William T. Melchior's Instructional Supervision, respectively.

6. Pagination on the Research Function in Supervision.--Further, Table 1 shows the pagination on the topic "research function in supervision" for each of the twelve texts as follows:

The number of pages ranged from a low of 11 for Edwin H. Reeder's Supervision in the Elementary School to a high of 76 for Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 texts the number of pages on the topic "the research function in supervision" ranged from a low of 12 for Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 40 for J. Minor Gwynn's Theory and Practice of Supervision. Three other ranking texts were: 38, 72, and 66 for Harold Spear's Improving the Supervision of Instruction, J. Minor Gwynn's Theory and Practice of Supervision, and William T. Melchior's Instructional Supervision, respectively.

7. Pagination on the Contrast Between Democratic and Authoritarian Types of Supervisory Direction.--Further, Table 1 shows the pagination on the topic "contrast between democratic and authoritarian types of supervisory direction" for each of the twelve texts as follows:

The number of pages ranged from a low of 28 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 99 for Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 texts the number of pages on the topic "contrast between democratic and authoritarian types of supervisory direction" ranged from a low of 38 in J. Minor Gwynn's Theory and Practice of

Supervision to a high of 84 in William H. Burton's Supervision of Elementary Subjects. Three other ranking texts were: 80, 79 and 55 pages in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision, Harold Spear's Improving the Supervision of Instruction, and Muriel Crosby's Supervision as Co-Operative Action, respectively.

Within the total pagination on selected areas of supervision the texts identified for greater emphasis among the twelve texts examined are as follows: (1) Barr, Burton, and Brueckner's Supervision ranked first place within three out of the seven areas treated and first among the twelve texts examined according to the total number of pages devoted to the concepts of supervision, (2) Barr and Brueckner's Supervision: A Social Process ranked first place within two out of the seven areas treated and second among the twelve texts examined according to the total number of pages devoted to the concepts of supervision, (3) Burton's Supervision of Elementary Subjects ranked first place within two out of the seven areas treated and third among the twelve texts examined according to the total number of pages devoted to the concepts of supervision, and (4) Spear's Improving the Supervision of Instruction ranked second place within one out of the seven areas treated and fourth among the twelve texts examined according to the total number of pages devoted to the concepts of supervision.

#### Concepts in the Philosophy of Supervision

8. Pagination on Selection and Revision of Educational Objectives.--  
Further, Table 2 shows the pagination on the topic "selection and revision of educational objectives" for each of the twelve texts as follows:

The number of pages ranged from a low of 1 in Jane Franseth's Supervision as Leadership to a high of  $63\frac{1}{2}$  in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "educational objectives" ranged from a low of 6 for William T. Melchior's Instructional Supervision and John A. Bartky's Supervision as Human Relations to a high of 46 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. Three other ranking texts were: 36, 28, and 24 pages for Edwin H. Reeder's Supervision in the Elementary School, Kimball Wiles' Supervision for Better Schools and Harold Spear's Improving the Supervision of Instruction, respectively.

#### 9. Pagination on Professional Growth and Development of Teachers.--

Further, Table 2 shows the pagination on the topic "professional growth and development of teachers" for each of the twelve texts as follows:

The number of pages ranged from a low of 6 in J. Minor Gwynn's Theory and Practice of Supervision to a high of 43 in Kimball Wiles' Supervision for Better Schools. For the other 10 books the number of pages on the topic "professional growth and development of teachers" ranged from 10 in both William T. Melchior's Instructional Supervision and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 34 in Arvil S. Barr, William H. Burton, and Leo J. Brueckner's Supervision. Three other ranking texts were: 31, 16 and 15 pages for Jane Franseth's Supervision as Leadership, Harold Spear's Improving the Supervision of Instruction and John A. Bartky Supervision as Human Relations, respectively.



10. Pagination on Maximum and Effective Use of School Services.---

Further, Table 2 shows the pagination on the topic "maximum and effective use of school services" for each of the twelve texts as follows:

The number of pages ranged from a low of 2 in J. Minor Gwynn's Theory and Practice of Supervision, Jane Franseth's Supervision as Leadership and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 29 in Edwin H. Reeder's Supervision in the Elementary School. For the other 10 books the number of pages on the topic "maximum and effective use of school services" ranged from 8 for Kimball Wiles' Supervision for Better Schools to a high of 20 for Muriel Crosby's Supervision as Co-operative Action. Three other ranking texts were: 15, 14 and 11 pages in William H. Burton's Supervision of Elementary Subjects and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, Harold Spear's Improving the Supervision of Instruction, and William T. Melchior's Instructional Supervision, respectively.

11. Pagination on Resourceful in Human, Conceptual and Technical Skills.---Further, Table 2 shows the pagination on the topic "resourceful in human, conceptual and technical skills" for each of the twelve books as follows:

The number of pages ranged from a low of 6 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 42 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "resourceful in human, conceptual and technical skills" ranged from 7 for William T. Melchior's Instructional Supervision to a high of 31 for Jane Franseth's Supervision

as Leadership. Three other ranking texts were: 23, 19 and 15 pages for William H. Burton's Supervision of Elementary Subjects and Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision, Kimball Wiles' Supervision for Better Schools, J. Minor Gwynn's Theory and Practice of Supervision and Harold Spear's Improving the Supervision of Instruction, respectively.

12. Pagination on Selection of Instructional Materials.--Further, Table 2 shows the pagination on the topic "selection of instructional materials" for each of the twelve texts as follows:

The number of pages ranged from a low of 4 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 34 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "selection of instructional materials" ranged from a low of 5 in both Harold Spear's Improving the Supervision of Instruction and Edwin H. Reeder's Supervision in the Elementary School to a high of 26 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. Three other ranking texts were: 25, 23, and 10 pages for J. Minor Gwynn's Theory and Practice of Supervision, William T. Melchior's Instructional Supervision and William H. Burton's Supervision of Elementary Subjects, respectively.

13. Pagination on Developing and Revising Materials.--Further, Table 2 shows the pagination on the topic "developing and revising materials" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in William T. Melchior's Instructional Supervision and J. Minor Gwynn's Theory and Practice of

Supervision to a high of 16 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision. For the other 10 books the number of pages on the topic "developing and revising materials" ranged from a low of 2 in Kimball Wiles' Supervision for Better Schools to a high of 51 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Muriel Crosby's Supervision as Co-operative Action. Three other ranking texts were: 5 and 3 pages for both William Henry Burton's Supervision of Elementary Subjects and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and Edwin H. Reeder's Supervision in the Elementary School, respectively.

14. Pagination on Evaluation of Learning Instruction.--Further, Table 2 shows the pagination on the topic "evaluation of learning instruction" for each of the twelve books as follows:

The number of pages ranged from a low of 4 in Muriel Crosby's Supervision as Co-operative Action to a high of 48 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "evaluation of learning instruction" ranged from 7 for Kimball Wiles' Supervision for Better Schools to a high of 42 in William H. Burton's Supervision of Elementary Subjects. Three other ranking texts were: 31, 30 and 20 pages in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, J. Minor Gwynn's Theory and Practice of Supervision, and both William T. Melchior's Instructional Supervision and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision, respectively.

15. Pagination on Democratic Procedures in Group Endeavors.--Further, Table 2 shows the pagination on the topic "democratic

procedures in group endeavors" for each of the twelve books as follows:

The number of pages ranged from a low of 2 in Muriel Crosby's Supervision as Co-operative Action to a high of 32 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "democratic procedures in group endeavors" ranged from 8 for John A. Bartky's Supervision as Human Relations to a high of 28 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. Three other ranking texts were: 20, 19 and 14 pages for J. Minor Gwynn's Theory and Practice of Supervision, Harold Spear's Improving the Supervision of Instruction and Kimball Wiles' Supervision for Better Schools, respectively.

#### Concepts in the Objectives of Supervision

16. Pagination on Improving Teaching.--Table 3 shows the pagination on the topic "improving teaching" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Jane Franseth's Supervision as Leadership to a high of 24 in J. Minor Gwynn's Theory and Practice of Supervision. For the other 10 books the number of pages on the topic "improving teaching" ranged from 3 in Harold Spear's Improving the Supervision of Instruction and Muriel Crosby's Supervision as Co-operative Action to a high of 20 in William H. Burton's Supervision of Elementary Subjects. Three other ranking texts were 16, 51 and 13 pages for William T. Melchior's Instructional Supervision, Supervision, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Harold P. Adams and F. G. Dickey's Basic Principles of

Supervision, respectively.

17. Pagination on Determining Objectives.--Table 3 also shows the pagination on the topic "determining objectives" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Edwin H. Reeder's Supervision in the Elementary School to a high of 25 in J. Minor Gwynn's Theory and Practice of Supervision. For the other 10 books the number of pages on the topic "determining objectives" ranged from 4 in Muriel Crosby's Supervision as Co-operative Action to a high of 18 in John A. Bartky's Supervision as Human Relations. Three other ranking texts were: 16, 14 and 13 pages for Harold P. Adams and F. G. Dickey's Basic Principles of Supervision, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Kimball Wiles' Supervision for Better Schools, respectively.

18. Pagination on Developing Procedures.--Further, Table 3 shows the pagination on the topic "developing procedures" for each of the twelve books as follows:

The number of pages ranged from a low of 3 in Harold Spear's Improving the Supervision of Instruction to a high of 21 in William S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "developing procedures" ranged from a low of 5 in Jane Franseth's Supervision as Leadership to a high of 20 in William H. Burton's Supervision of Elementary Subjects. Three other ranking texts were: 19, 18 and 12 pages in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision, Edwin H. Reeder's Supervision in Elementary Schools and Muriel Crosby's Supervision as

Co-operative Action, respectively.

19. Pagination on Establishing Standards.--Again, Table 3 shows the pagination on the topic "establishing standards" for each of the twelve texts as follows:

The number of pages ranged from a low of 1 in Kimball Wiles' Supervision for Better Schools to a high of 25 in Jane Franseth's Supervision as Leadership and Edwin H. Reeder's Supervision in the Elementary Schools. For the other 10 books the number of pages on the topic "establishing standards" ranged from 2 in William T. Melchior's Instructional Supervision and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 15 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. Three other ranking texts were: 10, 6 and 4 pages in Muriel Crosby's Supervision as Co-operative Action and William H. Burton's Supervision of Elementary Subjects and J. Minor Gwynn's Theory and Practice of Supervision, respectively.

20. Pagination on Coordinating, Communicating and Synthesizing Activities.--In addition, Table 3 shows the pagination on the topic "coordinating, communicating and synthesizing activities" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Jane Franseth's Supervision as Leadership to a high of 32 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "coordinating, communicating and synthesizing activities" ranged from 3 in Kimball Wiles' Supervision for Better Schools to a high of 30 in Edwin H. Reeder's Supervision in the Elementary School. Three other ranking texts were: 25, 15

and 12 pages for William H. Burton's Supervision of Elementary Subjects, Harold Spear's Improving the Supervision of Instruction and William T. Melchior's Instructional Supervision, respectively.

21. Pagination on Establishing Relations.--Table 3 shows the pagination on the topic "establishing relations" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process to a high of 34 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "establishing relations" ranged from 2 pages in Kimball Wiles' Supervision for Better Schools to a high of 26 in William T. Melchior's Instructional Supervision. Three other ranking texts were: 18, 17 and 14 pages for John A. Bartky's Supervision as Human Relations, Jane Franseth's Supervision as Leadership and Muriel Crosby's Supervision as Co-operative Action, respectively.

22. Pagination on Distributing Functions.--Table 3 also shows the pagination on the topic "distributing functions" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in William T. Melchior's Instructional Supervision to a high of 15 for both Jane Franseth's Supervision as Leadership and Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "distributing functions" ranged from 2 for the four texts - J. Minor Gwynn's Theory and Practice of Supervision, Muriel Crosby's Supervision as Co-operative Action, John A. Bartky, Supervision as

Human Relations and Harold Spear's Improving the Supervision of Instruction to a high of 10 for both William H. Burton's Supervision of Elementary Subjects and Edwin H. Reeder's Supervision in the Elementary School. The other ranking text was Kimball Wiles' Supervision for Better Schools.

23. Pagination on Resource Allocating.--Further, Table 3 shows the pagination on the topic "resource allocating" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 24 in Arvil S. Barr, William H. Burton, and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "resource allocating" ranged from 2 for Harold Spear's Improving the Supervision of Instruction to a high of 22 in J. Minor Gwynn's Theory and Practice of Supervision. Three other ranking texts were: 17, 51 and 12 pages in William T. Melchior's Instructional Supervision, Jane Franseth's Supervision as Leadership and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, respectively.

24. Pagination on Assessing Performance.--Lastly, Table 3 shows the pagination on the topic "assessing performance" for each of the twelve books as follows:

The number of pages ranged from a low of 4 in Kimball Wiles' Supervision for Better Schools, William T. Melchior's Instructional Supervision, Harold P. Adams and F. G. Dickey's Basic Principles of Supervision, and Muriel Crosby's Supervision as Co-operative Action, to a high of 26 for Arvil S. Barr and Leo J. Brueckner's Supervision:



A Social Process. For the other 10 books the number of pages on the topic "assessing performance" ranged from 5 in Edwin H. Reeder's Supervision in the Elementary School and Jane Franseth's Supervision as Leadership to a high of 25 in J. Minor Gwynn's Theory and Practice of Supervision. Three other ranking texts were: 15, 11 and 10 pages for William H. Burton's Supervision of Elementary Subjects, Harold Spear's Improving the Supervision of Instruction and John A. Bartky's Supervision as Human Relations, respectively.

#### Concepts in the Methodologies Used in Supervision

25. Pagination on Learning Experiences through Courses.--Further, Table 4 shows the pagination on the topic "courses" for each of the twelve books as follows:

The number of pages ranged from a low of 7 in J. Minor Gwynn's Theory and Practice of Supervision to a high of 34 in William H. Burton's Supervision of Elementary Subjects. For the other 10 books the number of pages on the topic "courses" ranged from 15 for Kimball Wiles' Supervision for Better Schools to a high of 23 for Edwin H. Reeder's Supervision in the Elementary School. Three other ranking texts were: 22, 21 and 20 pages in William T. Melchior's Instructional Supervision, Harold Spear's Improving the Supervision of Instruction, and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision, respectively.

26. Pagination on Learning Experiences through Workshops.--Further, Table 4 shows the pagination on the topic "workshops" for each of the twelve books as follows:

The number of pages ranged from a low of 2 in J. Minor Gwynn's Theory and Practice of Supervision to a high of 20 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "workshops" ranged from 7 for Edwin H. Reeder's Supervision in the Elementary School and Muriel Crosby's Supervision as Co-operative Action to a high of 19 in William H. Burton's Supervision of Elementary Subjects. Three other ranking texts were: 18, 16 and 11 pages for William T. Melchior's Instructional Supervision, Harold Spear's Improving the Supervision of Instruction and Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision, respectively.

27. Pagination on Learning Experiences through Conferences.--

Further, Table 4 shows the pagination on the topic "conferences" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Edwin H. Reeder's Supervision in the Elementary School to a high of 16 in William H. Burton's Supervision of Elementary Subjects. The other 10 books the number of pages on the topic "conferences" ranged from 5 for Kimball Wiles' Supervision for Better Schools to a high of 13 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. Three other ranking texts were: 10, 8 and 6 pages for both Jane Franseth's Supervision as Leadership and William T. Melchior's Instructional Supervision, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Harold Spear's Improving the Supervision of Instruction, respectively.

28. Pagination on Learning Experiences through Institutes.--

Further, Table 4 shows the pagination on the topic "institutes" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision to a high of 7 in William H. Burton's Supervision of Elementary Subjects and Harold Spear's Improving the Supervision of Instruction. For the other 10 books the number of pages on the topic "institutes" ranged from 2 in Kimball Wiles' Supervision for Better Schools and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process to a high of 6 in William T. Melchior's Instructional Supervision. There were no other ranking texts.

29. Pagination on Learning Experiences through Study Groups.--

Further, Table 4 shows the pagination on the topic "study groups" for each of the twelve books as follows:

The number of pages ranged from a low of 4 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 28 in both Jane Franseth's Supervision as Leadership and Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "study groups" ranged from 5 for William H. Burton's Supervision of Elementary Subjects to a high of 27 in William T. Melchior's Instructional Supervision. Three other ranking texts were: 21, 18, and 16 pages in Muriel Crosby's Supervision as Co-operative Action, J. Minor Gwynn's Theory and Practice of Supervision and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, respectively.

30. Pagination on Learning Experiences through Projects.--Further,

Table 4 shows the pagination on the topic "projects" for each of the twelve books as follows:

The number of pages ranged from a low of 2 in Harold Spear's Improving the Supervision of Instruction to a high of 13 in Muriel Crosby's Supervision as Co-operative Action. For the other 10 books the number of pages on the topic "projects" ranged from 3 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process to a high of 10 in J. Minor Gwynn's Theory and Practice of Supervision. Three other ranking texts were: 8, 7, and 4 pages in both John A. Bartky's Supervision as Human Relations and Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision, Jane Franseth's Supervision as Leadership, and Kimball Wiles' Supervision for Better Schools, respectively.

31. Pagination on Learning Experiences through Demonstration Teaching.--Further, Table 4 shows the pagination on the topic "demonstration teaching" for each of the twelve books as follows:

The number of pages ranged from a low of 2 in Edwin H. Reeder's Supervision in the Elementary School to a high of 37 in William H. Burton's Supervision of Elementary Subjects. For the other 10 books the number of pages on the topic "demonstration teaching" ranged from 3 in Jane Franseth's Supervision as Leadership to a high of 18 for Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. Three other ranking texts were: 14, 13 and 12 pages in Muriel Crosby's Supervision as Co-operative Action, Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and Kimball Wiles' Supervision for Better Schools, respectively.

### 32. Pagination on Learning Experiences through Directed Teaching.---

Further, Table 4 shows the pagination on the topic "directed teaching" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Jane Franseth's Supervision as Leadership to a high of 24 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "directed teaching" ranged from 3 in both John A. Bartky's Supervision as Human Relations and Harold P. Adams and H. P. Dickey's Basic Principles of Supervision to a high of 18 in William T. Melchior's Instructional Supervision. Three other ranking texts were: 14, 13 and 10 pages in Kimball Wiles' Supervision for Better Schools, J. Minor Gwynn's Theory and Practice of Supervision and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and William H. Burton's Supervision of Elementary Subjects, respectively.

### 33. Pagination on Learning Experiences through Inter-Visitation.---

Further, Table 4 shows the pagination on the topic "inter-visitation" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process to a high of 13 in William H. Burton's Supervision of Elementary Subjects. For the other 10 books the number of pages on the topic "inter-visitation" ranged from 4 in Harold Spear's Improving the Supervision of Instruction to a high of 12 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. Three other ranking texts were: 8, 7, and 6 pages in William T. Melchior's Instructional Supervision, J. Minor Gwynn's

Theory and Practice of Supervision and John A. Bartky's Supervision as Human Relations, Kimball Wiles' Supervision for Better Schools, respectively.

#### Concepts in the Organizational Patterns in Supervision

34. Pagination on Horizontal Pattern of Organization.--Further, Table 5 shows the pagination on the topic "horizontal patterns of organization" for each of the twelve books as follows:

The number of pages ranged from a low of 4 in Kimball Wiles' Supervision for Better Schools to a high of 23 in Arvil S. Barr, William H. Burton, and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "horizontal pattern of organization" ranged from 5 for both William T. Melchior's Instructional Supervision and Edwin H. Reeder's Supervision in the Elementary School to a high of 13 in Jane Franseth's Supervision as Leadership. Three other ranking texts were: 10, 9 and 7 pages in John A. Bartky's Supervision as Human Relations, J. Minor Gwynn's Theory and Practice of Supervision and both Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision, respectively.

35. Pagination on Vertical Pattern Of Organization.--Further, Table 5 shows the pagination on the topic "vertical pattern of organization" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Kimball Wiles' Supervision for Better Schools, Jane Franseth's Supervision as Leadership and J. Minor Gwynn's Theory and Practice of Supervision to a high

of 9 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "vertical pattern of organization" ranged from a low of 3 pages in William H. Burton's Supervision of Elementary Subjects to a high of 8 pages in Arvil S. Barr, William H. Burton's and Leo J. Brueckner's Supervision. There were no other ranking texts.

36. Pagination on Complex Pattern of Organization.--Further, Table 5 shows the pagination on the topic "complex pattern of organization" for each of the twelve books as follows:

The number of pages ranged from a low of 3 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process to a high of 5 pages in Arvil S. Barr, William H. Burton, and Leo J. Brueckner's Supervision. There were not any other ranking texts.

37. Pagination on Specific-Level Organization.--Further, Table 5 shows the pagination on the topic "specific-level organization" for each of the twelve texts as follows:

The number of pages ranged from a low of 2 in J. Minor Gwynn's Theory and Practice of Supervision to a high of 16 pages in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 texts the number of pages on the topic "specific-level organization" ranged from none for each book other than 3 pages in William H. Burton's Supervision of Elementary Subjects.

38. Pagination on All-level Pattern of Organization.--Further, Table 5 shows the pagination on the topic "all-level organization" for each of the twelve books as follows:

The number of pages ranged from a low of 2 in William T. Melchior's

Instructional Supervision to a high of 21 pages in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "all-level organization" ranged from a low of 3 pages in Harold Spear's Improving the Supervision of Instruction to a high of 17 in Edwin H. Reeder's Supervision in the Elementary School. Three other ranking texts were: 15, 9, and 8 pages in Arvis S. Barr and Leo J. Brueckner's Supervision: A Social Process, William H. Burton's Supervision of Elementary Subjects, and J. Minor Gwynn's Theory and Practice of Supervision, respectively.

39. Pagination on Student Centered Pattern of Organization.---

Further, Table 5 shows the pagination on the topic "student centered pattern or organization for each of the twelve books as follows:

The number of pages ranged from a low of 1 in both Kimball Wiles' Supervision for Better Schools and Muriel Crosby's Supervision as Co-operative Action to a high of 32 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision. For the other 10 books the number of pages on the topic "student centered pattern of organization" ranged from a low of 3 in William H. Burton's Supervision of Elementary Subjects to a high of 12 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. Three other ranking texts were: 9, 5 and 4 pages in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, J. Minor Gwynn's Theory and Practice of Supervision and John A. Bartky's Supervision as Human Relations, respectively.

40. Pagination on Teacher Centered Pattern of Organization.---

Further, Table 5 shows the pagination on the topic "teacher centered organization" for each of the twelve books as follows:



The number of pages ranged from a low of 2 in Edwin H. Reeder's Supervision in the Elementary School and Kimball Wiles' Supervision for Better Schools to a high of 15 in Harold Spear's Improving the Supervision of Instruction. For the other 10 books the number of pages on the topic "teacher centered pattern of organization" ranged from a low of 3 in Arvil S. Barr, and Leo J. Brueckner's Supervision: A Social Process to a high of 14 in both Jane Franseth's Supervision as Leadership and Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. Three other ranking texts were: 11, 9 and 4 pages in William T. Melchior's Instructional Supervision and J. Minor Gwynn's Theory and Practice of Supervision, John A. Bartky's Supervision as Human Relations and Muriel Crosby's Supervision as Co-operative Action, respectively.

#### 41. Pagination on Content Centered Pattern of Organization.--

Further, Table 5 shows the pagination on the topic "content centered pattern of organization" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in John A. Bartky's Supervision as Human Relations to a high of 17 in J. Minor Gwynn's Theory and Practice of Supervision. For the other 10 books the number of pages ranged from a low of 2 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and Harold Spear's Improving the Supervision of Instruction to a high of 17 in J. Minor Gwynn's Theory and Practice of Supervision. Three other ranking texts were: 10, 9 and 3 pages in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Kimball Wiles' Supervision for Better Schools and Jane Franseth's Supervision as Leadership, respectively.

## Concepts in the Leadership Role in Supervision

42. Pagination on Establishing Group Rapport.---Further, Table 6 shows the pagination on the topic "establishing rapport" for each of the twelve books as follows:

The number of pages ranged from a low of 2 in both Kimball Wiles' Supervision for Better Schools and Jane Franseth's Supervision as Leadership to a high of 22 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "establishing group rapport" ranged from 3 for Arvil S. Barr, William H. Burton and Lee J. Brueckner's Supervision to a high of 16 in John A. Bartky's Supervision as Human Relations. Two other ranking texts were: 7 and 5 in Harold Spear's Improving the Supervision of Instruction and J. Minor Gwynn's Theory and Practice of Supervision, respectively.

43. Pagination on Promoting Morale.---Further, Table 6 shows the pagination on the topic "promoting morale" for each of the twelve books as follows:

The number of pages ranged from a low of 3 in John A. Bartky's Supervision as Human Relations to a high of 9 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "promoting morale" ranged from 5 in William T. Melchior's Instructional Supervision to a high of 7 in both Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision. Other ranking texts, none.

44. Pagination on Demonstrating Interest and Respect for the Individual.--Further, Table 6 shows the pagination on the topic "demonstrating interest and respect for the individual" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Muriel Crosby's Supervision as Co-operative Action to a high of 20 in William H. Burton's Supervision of Elementary Subjects. For the other 10 books the number of pages on the topic "demonstrating interest and respect for the individual" ranked from a low of 2 in Edwin H. Reeder's Supervision in the Elementary School, J. Minor Gwynn's Theory and Practice of Supervision and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process to a high of 17 in Arvil S. Barr, William H. Burton, and Leo J. Brueckner's Supervision. Two other ranking texts were: 15 and 6 pages in Harold Spear's Improving the Supervision of Instruction and Jane Franseth's Supervision as Leadership, respectively.

45. Pagination on Cooperative in Solving Problems.--Further, Table 6 shows the pagination on the topic "cooperative in solving problems" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in J. Minor Gwynn's Theory and Practice of Supervision to a high of 17 in Harold Spear's Improving the Supervision of Instruction. For the other 10 books the number of pages on the topic "cooperative in solving problems" ranged from 2 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 14 in William H. Burton's Supervision of Elementary Subjects. Three other ranking texts were: 11, 10 and 9 pages in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and

William T. Melchior's Instructional Supervision, Jane Franseth's Supervision as Leadership, and John A. Bartky's Supervision as Human Relations, respectively.

46. Pagination on New Ideas and Individuality.--Further, Table 6 shows the pagination on the topic "new ideas and individuality" for each of the twelve books as follows:

The number of pages ranged from a low of 4 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision, J. Minor Gwynn's Theory and Practice of Supervision, Jane Franseth's Supervision as Leadership and William T. Melchior's Instructional Supervision to a high of 19 in William H. Burton's Supervision of Elementary Subjects. For the other 10 books the number of pages on the topic "new ideas and individuality" ranged from 5 in Harold Spear's Improving the Supervision of Instruction to a high of 13 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. One other ranking text was: 9 pages for Kimball Wiles' Supervision for Better Schools.

47. Pagination on Friendly Faculty Relations.--Further, Table 6 shows the pagination on the topic "friendly faculty relations" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process to a high of 11 in William H. Burton's Supervision of Elementary Subjects. For the other 10 books the number of pages on the topic "friendly faculty relations" ranged from 4 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision to a high of 7 in William T. Melchior's Instructional

Supervision. One other ranking text was: 6 pages in Jane Franseth's Supervision as Leadership.

48. Pagination on Observations and Analysis Procedures.--Further, Table 6 shows the pagination on the topic "observations and analysis procedures" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in William T. Melchior's Instructional Supervision to a high of 7 in William H. Burton's Supervision of Elementary Subjects. For the other 10 books the number of pages on the topic "observations and analysis procedures" ranged from 2 in Edwin H. Reeder's Supervision in the Elementary School and J. Minor Gwynn's Theory and Practice of Supervision to a high of 6 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. One other ranking text was: 4 pages in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision.

49. Pagination on Modification of Teaching Situation.--Further, Table 6 shows the pagination on the topic "modification of teaching situation" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in William H. Burton's Supervision of Elementary Subjects to a high of 8 in Harold Spear's Improving the Supervision of Instruction. For the other 10 books the number of pages on the topic "modification of teaching situation" ranged from 3 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision to a high of 6 for Edwin H. Reeder's Supervision in the Elementary School. Two other ranking texts were: 5 and 4 pages in William T. Melchior's Instructional Supervision and Arvil S. Barr and Leo J.

Brueckner's Supervision: A Social Process, respectively.

50. Pagination on Unity and Purpose in Progress.--Further, Table 6 shows the pagination on the topic "unity and purpose in progress" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Kimball Wiles' Supervision for Better Schools to a high of 16 in Harold Spear's Improving the Supervision of Instruction. For the other 10 books the number of pages on the topic "unity and purpose in progress" ranged from 2 in John A. Bartky's Supervision as Human Relations to a high of 12 in J. Minor Gwynn's Theory and Practice of Supervision. Three other ranking texts were: 10, 9 and 8 pages in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision, William T. Melchior's Instructional Supervision and Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision, respectively.

51. Pagination on Assist in Achievement of Goals.--Further, Table 6 shows the pagination on the topic "assist in achievement of goals" for each of the twelve books as follows:

The number of pages ranged from a low of 2 in Jane Franseth's Supervision as Leadership and Muriel Crosby's Supervision as Co-operative Action to a high of 17 in Harold Spear's Improving the Supervision of Instruction. For the other 10 books the number of pages on the topic "assist in the achievement of goals" ranged from a low of 5 in Edwin H. Reeder's Supervision in the Elementary School to a high of 16 in Kimball Wiles' Supervision for Better Schools. Three other ranking texts were: 13, 12 and 11 pages in William H. Burton's Supervision

of Elementary Subjects, Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and William T. Melchior's Instructional Supervision, respectively.

#### Concepts in the Research Function in Supervision

52. Pagination on Established Principles and Founded Beliefs Guide or Support Curriculum Development.--Further, Table 7 shows the pagination on the topic "established principles and beliefs guide or support curriculum development" for each of the twelve books as follows:

The number of pages ranged from a low of 3 in Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 22 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "established principles and beliefs guide or support curriculum development" ranged from a low of 4 in Muriel Crosby's Supervision as Co-operative Action to a high of 11 in J. Minor Gwynn's Theory and Practice of Supervision. Three other ranking texts were: 10, 8 and 7 pages in William T. Melchior's Instructional Supervision, Kimball Wiles' Supervision for Better Schools and Jane Franseth's Supervision as Leadership and Harold Spear's Improving the Supervision of Instruction, respectively.

53. Pagination on Systematic Investigation to the Study of Problems.--Further, Table 7 shows the pagination on the topic "systematic investigation to the study of problems" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Kimball Wiles' Supervision for Better Schools, John A. Bartky's Supervision as Human

Relations, and William H. Burton's Supervision of Elementary Subjects to a high of 9 for both Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and Muriel Crosby's Supervision as Co-operative Action. For the other 10 books the number of pages on the topic "systematic investigation to the study of problems" ranged from 2 in Edwin H. Reeder's Supervision in the Elementary School and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 7 in both William T. Melchior's Instructional Supervision and J. Minor Gwynn's Theory and Practice of Supervision. Two other ranking texts were: 5 and 4 pages in Jane Franseth's Supervision as Leadership and Harold Spear's Improving the Supervision of Instruction, respectively.

54. Pagination on Sources of Studies Relative to Other Problems.-- Further, Table 7 shows the pagination on the topic "sources of studies relative to other studies of problems" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in John A. Bartky's Supervision as Human Relations to a high of 15 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "sources of studies relative to other problems" ranged from a low of 3 for both Kimball Wiles' Supervision for Better Schools and William H. Burton's Supervision of Elementary Subjects to a high of 9 in J. Minor Gwynn's Theory and Practice of Supervision. Three other ranking texts were: 7, 6 and 4 pages in Jane Franseth's Supervision as Leadership, Muriel Crosby's Supervision as Co-operative Action and Harold Spear's Improving the



Supervision of Instruction, and Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision, respectively.

55. Pagination on Creative Implementation and Application of Research.--Further, Table 7 shows the pagination on the topic "creative implementation and application of research findings" for each of the twelve books as follows:

The number of pages ranged from a low of 3 in Jane Franseth's Supervision as Leadership, John A. Bartky's Supervision as Human Relations, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Edwin H. Reeder's Supervision in the Elementary School to a high of 15 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "creative implementation and application of research findings" ranged from a low of 4 in William T. Melchior's Instructional Supervision to a high of 10 in Kimball Wiles' Supervision for Better Schools and Muriel Crosby's Supervision as Co-operative Action. Two other ranking texts were: 9 and 7 pages in Harold Spear's Improving the Supervision of Instruction and J. Minor Gwynn's Theory and Practice of Supervision and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision, respectively.

56. Pagination on Stimulate Research in Teachers.--Further, Table 7 shows the pagination on the topic "stimulate research in teachers" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in J. Minor Gwynn's Theory and Practice of Supervision, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Edwin H. Reeder's Supervision

in the Elementary School to a high of 10 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "stimulate research in teachers" ranged from a low of 2 in William T. Melchior's Instructional Supervision to a high of 7 in John A. Bartky's Supervision as Human Relations and Harold Spear's Improving the Supervision of Instruction. Two other ranking texts were: 5 and 4 pages in Kimball Wiles' Supervision for Better Schools and Muriel Crosby's Supervision as Cooperative Action, respectively.

57. Pagination on Self-Analysis.--Further, Table 7 shows the pagination on the topic "self-analysis" for each of the twelve books as follows:

The number of pages ranged from a low of 3 in J. Minor Gwynn's Theory and Practice of Supervision, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Muriel Crosby's Supervision as Co-operative Action to a high of 5 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process and Harold Spear's Improving the Supervision of Instruction. The other ranking text was: 4 pages in Kimball Wiles' Supervision for Better Schools.

Concepts in the Contrast Between Democratic and Authoritarian Types of Supervisory Direction

58. Pagination on Selection of Leaders Based Upon Ability Versus Selection of Leaders Based Upon Seniority, Political Power, Religion, Etc.--Further, Table 8 shows the pagination on the topic "selection of leaders based upon ability versus selection based upon seniority,

political power, religion, etc." for each of the twelve books as follows:

The number of pages ranged from a low of 2 in Edwin H. Reeder's Supervision in the Elementary School and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 25 in William H. Burton's Supervision of Elementary Subjects. For the other 10 books the number of pages on the topic "selection of leaders based upon ability versus selection of leaders based upon seniority, political power, religion, etc." ranged from a low of 6 in John A. Bartky's Supervision as Human Relations to a high of 17 in Harold Spear's Improving the Supervision of Instruction. Three other ranking texts were: 15, 14 and 13 pages in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and Muriel Crosby's Supervision as Co-operative Action, Jane Franseth's Supervision as Leadership and William T. Melchior's Instructional Supervision, respectively.

59. Pagination on Possesses Willingness and Ability to Create a Co-operative Spirit and Procedure in Group Endeavors Versus Imposed and Authoritarian Approach in Group Endeavors.--Further, Table 8 shows the pagination on the topic "willingness and ability to create a cooperative spirit and procedure in group endeavors versus imposed authoritarian approach in group endeavors" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Edwin H. Reeder's Supervision in the Elementary School to a high of 30 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "willingness and ability to create a cooperative spirit and procedure in group endeavors versus

imposed authoritarian approach in group endeavors" ranged from a low of 7 in J. Minor Gwynn's Theory and Practice of Supervision and Harold P. Adams and F. G. Dickey's Basic Principles of Supervision to a high of 27 in William H. Burton's Supervision of Elementary Subjects. Three other ranking texts were: 20, 14 and 13 pages in Kimball Wiles' Supervision for Better Schools, William T. Melchior's Instructional Supervision and Harold Spear's Improving the Supervision of Instruction, respectively.

60. Pagination on Possesses Confidence in Self, Human Nature and the Creativity of all Individuals versus Stereotype and Skepticism.-- Further, Table 8 shows the pagination on the topic "confidence in self, human nature and the creativity of all versus stereotype and skepticism" for each of the twelve books as follows:

The number of pages ranged from a low of 1 in Muriel Crosby's Supervision as Co-operative Action to a high of 16 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. For the other 10 books the number of pages on the topic "confidence in self, human nature and the creativity of all persons versus stereotype and skepticism" ranged from a low of 2 in J. Minor Gwynn's Theory and Practice of Supervision and Jane Franseth's Supervision as Leadership to a high of 11 in Harold Spear's Improving the Supervision of Instruction. Three other ranking texts were: 10, 9 and 7 pages in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process, Harold P. Adams and F. G. Dickey's Basic Principles of Supervision and William T. Melchior's Instructional Supervision, respectively.

61. Pagination on the Democratic Leader Respects the Right and Responsibility of all Persons to Contribute in a Given Group versus Monopolizing or Issuance of Executive Directives.--Further, Table 8 shows the pagination on the topic "respects the right and responsibility of all persons versus monopolizing or issuance of executive directives" for each of the twelve books as follows:

The number of pages ranged from a low of 8 in Kimball Wiles' Supervision for Better Schools to a high of 38 in Arvil S. Barr and Leo J. Brueckner's Supervision: A Social Process. For the other 10 books the number of pages on the topic "respects the right and responsibility of all persons versus monopolizing or issuance of executive directives" ranged from a low of 9 in Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision. Three other ranking texts were: 23, 22 and 17 pages in John A. Bartky's Supervision as Human Relations, Harold Spear's Improving the Supervision of Instruction and Jane Franseth's Supervision as Leadership and Edwin H. Reeder's Supervision in the Elementary School, respectively.

62. Pagination on Councils, Committees and other Groups are Set Up to Study a Given Problem versus One Person-Unorganized Program.---Further, Table 8 shows the pagination on the topic "councils, committees and other groups are set up to study a given problem versus one person-unorganized program" for each of the twelve books as follows:

The number of pages ranged from a low of 2 in John A. Bartky's Supervision as Human Relations to a high of 22 in Edwin H. Reeder's Supervision in the Elementary School. For the other 10 books the number of pages on the topic "councils, committees and other groups

are set up to study a given problem versus one person-unorganized program" ranged from a low of 4 in Jane Franseth's Supervision as Leadership to a high of 19 in William Burton's Supervision of Elementary Subjects and Muriel Crosby's Supervision as Co-operative Action.

Three other ranking texts were: 16, 12 and 10 pages in Harold Spear's Improving the Supervision of Instruction, Arvil S. Barr, William H. Burton and Leo J. Brueckner's Supervision and William T. Melchior's Instructional Supervision, respectively.

Within the total pagination of the concepts of supervision according to the number of pages used by the authors of the twelve texts emphasis was placed upon the major and sub-topics on the over-all functions of supervision as follows: (1) The nature and scope of the philosophy of supervision-selection and revision of educational objectives, democratic procedures in group endeavors and selection of educational materials, (2) The nature and scope of the objectives of supervision-assessing performance, developing procedures, and determining objectives, (3) The methodologies used in supervision-learning experiences through workshops, learning experiences through courses and study groups and learning experiences through conferences and demonstration teaching, respectively.

### Conclusions

The analysis and interpretation of the findings of this research on the content-analysis of twelve selected recently published textbooks on supervision, it would appear, warrant the conclusions which follow below:

1. The texts examined tend to place predominant emphasis upon such statements of the nature and scope of the philosophy of supervision as: (a) supervision is a cooperative process of the total educational personnel, (b) supervision is designed to upgrade the instructional proficiency of the teacher-personnel, (c) supervision is concerned with the development of curricular materials and sequences and (d) supervision is primarily concerned with providing opportunities and situations for optimum learning of the pupil or student.
2. The texts examined tend to emphasize the objectives of supervision to be: (a) developing effective methodologies of instruction, (b) promoting the professional and academic training of the teacher-personnel, (c) developing methods of appraisal of pupil achievement, (d) developing procedures for the cooperative participation of the total educational personnel in the supervisory function and/or activity.
3. The texts examined tend to place minimal emphasis upon the detailed methodologies and/or techniques of carrying on the supervisory function.
4. The texts are in agreement upon organizational patterns of the supervisory program which include: (a) general and specific supervision, (b) horizontal and vertical supervision, (c) in-service education programs, (d) testing and evaluation, (e) research on facets of the "teaching-learning situation," and (f) arrangements for group-participation in the supervisory activity.
5. The texts place great emphasis upon the tasks and philosophy in the development of curricular materials either subject-wise or sequence-wise.
6. The texts place the greatest amount of emphasis upon the philosophy, objectives and techniques of group-relations and the group-process in the conduct of supervisory functions.
7. The texts place great emphasis upon the crucial role of leadership which the supervisor should play in directing the activities concerned with the supervision of instruction and teachers.
8. The texts recognize the research function as an integral function of the over-all supervisory activity in the promotion of teacher proficiency, curriculum validity and appraisal/evaluation validity in measuring pupil progress.
9. The texts tend to place great emphasis upon the utilization of democratic philosophy and procedures in the policy-making organization, and operation of the supervisory program.

### Implications

The findings and conclusions which stem from this study would appear to indicate the implications indicated below:

1. Supervision is an integral function, not a supplement or subsidiary adjunct, in the over-all program of the teaching-learning situation, for supervision makes possible efficient and effective learner achievement and progress through the school.
2. Supervision, in modern times, is to be considered as a cooperative endeavor which involves all members-according to their ability and interest, of the educational personnel in all plans and operations designed to upgrade teacher efficiency and program improvement.
3. Supervision in modern times, holds the philosophy and uses the techniques of research to develop valid improvement in the educational program and its concomitant arrangements.

### Recommendations

The findings, conclusion and implications which stem from this research would appear to warrant the following recommendations:

1. That authors of texts on supervision and workers in the field should explore media through which to propose and arrive at a proper balance among the varied sub-functions and purposes of the total supervisory activity; for it would appear that too much emphasis is placed upon the leadership role and group dynamics, without the expected emphases (proportionate) upon specific techniques and methodologies to be used in conduct of the supervisory function.
2. That authors of texts on supervision and workers in the field should place more emphasis upon the detailed patterns and operation of the supervisory function as carried out in the schools.
3. That authors of texts on supervision and workers in the field should place more emphasis upon the development of Criteria for curricular: content and sequence as these affect the proposed array of learning experiences to which pupils and/or students are to be exposed and from which they are expected to achieve growth and development.



## APPENDIXES

## APPENDIX A

## APPENDIX A

### BOOK LIST

American Book Company  
New York, New York

Basic Principles of Supervision

Appleton-Century-Crofts  
New York, New York

Supervision: A Social Process

Appleton-Century-Crofts  
New York, New York

Supervision

Appleton-Century-Crofts  
New York, New York

Supervision of Elementary Subjects

Appleton-Century-Crofts  
New York, New York

Supervision as Co-Operative Action

D. C. Heath and Company  
Boston, Massachusetts

Supervision as Human Relations

D. C. Heath and Company  
Boston, Massachusetts

Instructional Supervision

Dodd, Mead and Company  
New York, New York

Theory and Practice of Supervision

Houghton Mifflin Company  
Boston, Massachusetts

Supervision in the Elementary School

Row, Peterson and Company  
Evanston, Illinois

Supervision as Leadership

Prentice-Hall, Inc.  
New York, New York

Improving the Supervision of  
Instruction

Prentice-Hall, Inc.  
Englewood Cliffs, New Jersey

Supervision for Better Schools

## APPENDIX B

APPENDIX B

CHECK-LIST

TEXTBOOKS

AREA \_\_\_\_ RANK AREA \_\_\_\_ RANK AREA \_\_\_\_ RANK AREA \_\_\_\_ RANK AREA \_\_\_\_

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CODE: Numbers represent total pagination which indicate area rank for each textbook.

# CHECK-LIST 1.

## DISTRIBUTION OF THE NUMBER OF PAGES IN THE SELECTED TEXTBOOKS DEVOTED TO THE SELECTED AREAS OF SUPERVISION

Textbooks	Concepts/Areas							
	1. The Nature and Scope of the Philosophy of Supervision	2. The Nature and Scope of the Objectives of Supervision	3. The Methodologies Used in Supervision	4. The Organizational Patterns of the Supervisory Program	5. The Development of Curricular Materials through Supervision	6. The Leadership Role of Supervision	7. The Research Function in Supervision	8. Contrast of Democratic & Authoritarian Supervisory Direction
<u>Supervision: A Social Process</u> , Barr & Brueckner								
<u>Supervision for Better Schools</u> , Wiles								
<u>Instructional Supervision</u> , Melchior								
<u>Supervision as Leadership</u> , Franseth								
<u>Theory and Practice of Supervision</u> , Gwynn								
<u>Supervision as Human Relations</u> , Bartky								

CHECK-LIST 1--Continued

Textbooks	Concepts/Areas										
	Total Number of Pages in Textbook	Numerical Rating of Total Number of Pages in Textbook	Total Number of Pages for:	Area - 1	Area - 2	Area - 3	Area - 4	Area - 5	Area - 6	Area - 7	Area - 8
<u>Supervision: A Social Process</u> , Barr & Brueckner											
<u>Supervision for Better Schools</u> , Wiles											
<u>Instructional Supervision</u> , Melchior											
<u>Supervision as Leadership</u> , Franseth											
<u>Theory and Practice of Supervision</u> , Gwynn											
<u>Supervision as Human Relations</u> , Bartky											

CHECK-LIST 1-- Continued

	Concepts/Areas						
	1. The Nature and Scope of the Philosophy of Supervision	2. The Nature and Scope of the Objectives of Supervision	3. The Methodologies Used in Supervision	4. The Organizational Patterns of the Supervisory Program	5. The Development of Curricular Materials through Supervision	6. The Leadership Role of Supervision	7. The Research Function in Supervision
Textbooks							
<u>Basic Principles of Supervision</u> Adams & Dickey							
<u>Supervision</u> , Barr, Burton & Brueckner							
<u>Improving the Supervision of Instruction</u> , Spears							
<u>Supervision of Elementary Subjects</u> Burton							
<u>Supervision in the Elementary School</u> Reeder							
<u>Supervision as Co-Operative Action</u> Crosby							



CHECK-LIST 1--Continued

	Concepts/Areas					
	8. Contrast of Democratic & Authoritarian Supervisory Direction	Total Number of Pages in the Textbook	Numerical Rat- ing of Total Number of Pages in Text- book	Total Number of Pages for:	Area - 1	Area - 2
Textbooks					Area - 3	Area - 4
<u>Basic Principles of Supervision</u> Adams & Dickey						Area - 5
<u>Supervision</u> , Barr, Burton & Brueckner						
<u>Improving the Supervision of Instruction</u> Spears						
<u>Supervision of Elementary Subjects</u> Burton						
<u>Supervision in the Elementary School</u> Reeder						
<u>Supervision as Co-Operative Action</u> Crosby						

CHECK-LIST 1--Continued

	Concepts/Areas		
	Area - 6	Area - 7	Area - 8
Textbooks			
<u>Basic Principles of Supervision</u> Adams & Dickey			
<u>Supervision</u> , Barr, Burton, & Brueckner			
<u>Improving the Supervision of Instruction</u> , Spears			
<u>Supervision of Elementary Subjects</u> Burton			
<u>Supervision in the Elementary School</u> Reeder			
<u>Supervision as Co-Operative Action</u> Crosby			

CHECK-LIST 2  
SCOPE OF TREATMENT WITHIN EACH AREA OF SUPERVISION  
CONCEPTS IN PHILOSOPHY OF SUPERVISION

	Concepts/Areas							
	1. Selection and Revision of Educational Objectives	2. Professional Growth and Development of Teachers	3. Maximum and Effective Use of School Services	4. Resourceful in Human, Conceptual, and Technical Skills	5. Selection of Instructional Materials	6. Developing and Revising Materials	7. Evaluation of Learning Instruction	8. Democratic Procedures in Group Endeavors
Textbooks								
<u>Supervision: A Social Process</u> Barr & Brueckner								
<u>Supervision for Better Schools</u> Wiles								
<u>Instructional Supervision,</u> Melchior								
<u>Supervision as Leadership</u> Franseth								
<u>Theory and Practice of</u> <u>Supervision, Gwynn</u> <u>Supervision as Human Relations</u> <u>Bartky</u>								

CHECK-LIST 2--Continued

Textbooks	Concepts/Areas	
	Total Number of Pages in Text Devoted to the Concepts	Rating of Text Among Texts on Pages Devoted to the Concepts
<u>Supervision: A Social Process</u> Barr & Brueckner		
<u>Supervision for Better Schools</u> Wiles		
<u>Instructional Supervision,</u> Melchior		
<u>Supervision as Leadership</u> Franseth		
<u>Theory and Practice of Supervision,</u> Gwynn		
<u>Supervision as Human Relations</u> Bartky		

CHECK-LIST 2--Continued

Textbooks	Concepts/Areas							
	1. Selection and Revision of Educational Objectives	2. Professional Growth and Development of Teachers	3. Maximum and Effective Use of School Services	4. Resourceful in Human, Conceptual, and Technical Skills	5. Selection of Instructional Materials	6. Developing and Revising Materials	7. Evaluation of Learning Instruction	8. Democratic Procedures in Group Endeavors
<u>Basic Principles of Supervision</u> <u>Adams &amp; Dickey</u>  <u>Supervision, Barr, Burton &amp; Brueckner</u>  <u>Improving the Supervision of Instruction, Spears</u>  <u>Supervision of Elementary Subjects, Burton</u>  <u>Supervision in the Elementary Schools, Reeder</u>  <u>Supervision as Co-Operative Action, Crosby</u>								Total Number of Pages in Text Devoted to the Concepts

CHECK-LIST 2--Continued

Textbooks	Concepts/Areas	
	Total Number of Pages in Text Devoted to the Concepts	Rating of Text Among Texts on Pages Devoted to the Concepts
<u>Basic Principles of Supervision</u> Adams & Dickey		
<u>Supervision</u> , Barr, Burton & Brueckner		
<u>Improving the Supervision of</u> <u>Instruction</u> , Spears		
<u>Supervision of Elementary</u> <u>Subjects</u> , Burton		
<u>Supervision in the Elementary</u> <u>Schools</u> , Reeder		
<u>Supervision as Co-Operative</u> <u>Action</u> , Crosby		

# CHECK-LIST 3

## SCOPE OF TREATMENT WITHIN EACH AREA OF SUPERVISION CONCEPTS IN OBJECTIVES OF SUPERVISION

	Concepts/Areas									
	1. Improving Teaching	2. Determining Objectives	3. Developing Procedures	4. Establishing Standards	5. Coordinating, Communicating, and Synthesizing Activities	6. Establishing Relations	7. Distributing Functions	8. Resource Allocating	9. Assessing Performance	10. Total Number of Pages in Text Devoted to the Concepts
Textbooks										
<u>Supervision: A Social Process</u> Barr & Brueckner										
<u>Supervision for Better Schools</u> Wiles										
<u>Instructional Supervision,</u> Melchior										
<u>Supervision as Leadership</u> Franseth										
<u>Theory and Practice of Supervision,</u> Gwynn										
<u>Supervision as Human Relations</u> Bartky										

CHECK-LIST 3--Continued

Textbooks	<div> <div>Concepts/Areas</div> <div> Rating of Text Among Texts on Pages Devoted to the Con- cepts </div> </div>
<u>Supervision: A Social Process</u> Barr & Brueckner	
<u>Supervision for Better Schools</u> Wiles	
<u>Instructional Supervision</u> Melchior	
<u>Supervision as Leadership</u> Franseth	
<u>Theory and Practice of</u> <u>Supervision, Gwynn</u>	
<u>Supervision as Human Relations</u> Bartky	



CHECK-LIST 3--Continued

	Concepts/Areas									
	1. Improving Teaching	2. Determining Objectives	3. Developing Procedures	4. Establishing Standards	5. Coordinating, Communicating, and Synthesizing Activities	6. Establishing Relations	7. Distributing Functions	8. Resource Allocating	9. Assessing Performance	Total Number of Pages in Text Devoted to the Concepts
Textbooks										
<u>Basic Principles of Supervision</u> Adams & Dickey										
<u>Supervision</u> , Barr, Burton & Brueckner										
<u>Improving the Supervision of Instruction</u> , Spears										
<u>Supervision of Elementary Subjects</u> , Burton										
<u>Supervision in the Elementary School</u> , Reeder										
<u>Supervision as Co-Operative Action</u> , Crosby										

CHECK-LIST 3--Continued

Textbooks	Concepts/Areas
<u>Basic Principles of Supervision</u> Adams & Dickey  <u>Supervision, Barr, Burton &amp; Brueckner</u>  <u>Improving the Supervision of Instruction</u> Spears  <u>Supervision of Elementary Subjects</u> Burton  <u>Supervision in the Elementary School</u> Reeder  <u>Supervision as Co-Operative Action</u> Crosby	Rating of Text Among Texts on Pages Devoted to the Con- cepts

CHECK-LIST 4  
SCOPE OF TREATMENT WITHIN EACH AREA OF SUPERVISION  
CONCEPTS OF METHODOLOGIES USED IN SUPERVISION

Textbooks	<div>1. Learning Experiences through Courses</div> <div>2. Learning Experiences through Workshops</div> <div>3. Learning Experiences through Conferences</div> <div>4. Learning Experiences through Institutes</div> <div>5. Learning Experiences through Study Groups</div> <div>6. Learning Experiences through Projects</div> <div>7. Learning Experiences through Demonstration Teaching</div> <div>8. Learning Experiences through Directed Teaching</div>
<u>Supervision: A Social Process</u> <u>Barr &amp; Brueckner</u> <u>Supervision for Better Schools</u> <u>Wiles</u> <u>Instructional Supervision</u> <u>Melchior</u> <u>Supervision as Leadership</u> <u>Franseth</u> <u>Theory and Practice of</u> <u>Supervision, Gwynn</u> <u>Supervision as Human Relations</u> <u>Bartky</u>	

CHECK-LIST 4--Continued

	Concepts/Areas		
	9. Learning Experiences through Inter-Visitation	10. Total Number of Pages in Text Devoted to the Concepts	Rating of Text Among Texts on Pages Devoted to the Concepts
Textbooks			
<u>Supervision: A Social Process</u> Barr & Brueckner			
<u>Supervision for Better Schools</u> Wiles			
<u>Instructional Supervision</u> Melchior			
<u>Supervision as Leadership</u> Franseth			
<u>Theory and Practice of Supervision</u> , Gwynn			
<u>Supervision as Human Relations</u> Bartky			

CHECK-LIST 4--Continued

	Concepts/Areas							
	1. Learning Experiences through Courses	2. Learning Experiences through Workshops	3. Learning Experiences through Conferences	4. Learning Experiences through Institutes	5. Learning Experiences through Study Groups	6. Learning Experiences through Projects	7. Learning Experiences through Demonstration Teaching	8. Learning Experiences through Directed Teaching
Textbooks								
<u>Basic Principles of Supervision</u> Adams & Dickey								
<u>Supervision</u> , Barr, Burton & Brueckner								
<u>Improving the Supervision of Instruction</u> , Spears								
<u>Supervision of Elementary Subjects</u> , Burton								
<u>Supervision in the Elementary School</u> , Reeder								
<u>Supervision as Co-Operative Action</u> , Crosby								

CHECK-LIST 4--Continued

	Concepts/Areas			
	9. Learning Ex- perience through Inter- Visitation	Total Number of Pages in Text Devoted to the Con- cepts	Rating of Texts on Pages Devoted to the Con- cepts	
Textbooks				
<u>Basic Principles of Supervision</u> Adams & Dickey				
<u>Supervision</u> , Barr, Burton & Brueckner				
<u>Improving the Supervision of Instruction</u> Spears				
<u>Supervision of Elementary Subjects</u> Burton				
<u>Supervision in the Elementary School</u> Reeder				
<u>Supervision as Co-Operative Action</u> Crosby				

# CHECK-LIST 5

## SCOPE OF TREATMENT WITHIN EACH AREA OF SUPERVISION CONCEPTS OF ORGANIZATIONAL PATTERNS IN SUPERVISION

	Concepts/Areas						
	1. Horizontal Pat- tern of Organiza- tion	2. Vertical Pattern of Organization	3. Complex Pattern of Organization	4. Specific-Level Pattern of Organization	5. All-Level Pat- tern of Organi- zation	6. Student Centered Pattern of Organization	7. Teacher Centered Pattern of Organization
Textbooks							
<u>Supervision: A Social Process</u> Barr & Brueckner							
<u>Supervision for Better Schools</u> , Wiles							
<u>Instructional Supervision</u> , Melchior							
<u>Supervision as Leadership</u> , Franseth							
<u>Theory and Practice of Supervision</u> Gwynn							
<u>Supervision as Human Relations</u> Bartky							

CHECK-LIST 5--Continued

Textbooks	<div> <div>Concepts/Areas</div> <div> <div>8.</div> <div> <div>Content Centered Pattern of Organization</div> <div>Total Number of Pages in Text Devoted to the Concepts</div> <div>Rating of Text Among Texts on Pages Devoted to the Concepts</div> </div> </div> </div>
<u>Supervision: A Social Process</u> Barr & Brueckner  <u>Supervision for Better Schools</u> , Wiles  <u>Instructional Supervision</u> , Melchior  <u>Supervision as Leadership</u> , Franseth  <u>Theory and Practice of Supervision</u> Gwynn  <u>Supervision as Human Relations</u> Bartky	



CHECK-LIST 5--Continued

	Concepts/Areas								
	1. Horizontal Pattern of Organization	2. Vertical Pattern of Organization	3. Complex Pattern of Organization	4. Specific-Level Pattern of Organization	5. All-Level Pattern of Organization	6. Student Centered Pattern of Organization	7. Teacher Centered Pattern of Organization	8. Content Centered Pattern of Organization	Total Number of Pages in Text Devoted to the Concepts
Textbooks									
<u>Basic Principles of Supervision</u> , Adams & Dickey									
<u>Supervision</u> , Barr, Burton & Brueckner									
<u>Improving the Supervision of Instruction</u> , Spears									
<u>Supervision of Elementary Subjects</u> , Burton									
<u>Supervision in the Elementary School</u> , Reeder									
<u>Supervision as Co-Operative Action</u> , Crosby									

CHECK-LIST 5--Continued

Textbooks	Concepts/Areas
	Rating of Text Among Texts on Pages Devoted to the Concepts
<u>Basic Principles of Supervision</u> , Adams & Dickey  <u>Supervision</u> , Barr, Burton & Brueckner  <u>Improving the Supervision of Instruction</u> Spears  <u>Supervision of Elementary Subjects</u> , Burton  <u>Supervision in the Elementary School</u> Reeder  <u>Supervision as Cooperative Action</u> , Crosby	

# CHECK-LIST 6

## SCOPE OF TREATMENT WITHIN EACH AREA OF SUPERVISION SCOPE OF LEADERSHIP ROLE IN SUPERVISION

	Concepts/Areas								
	1. Establishing Group Rapport	2. Promoting Morale	3. Demonstrating Interest and Respect for the Individual	4. Cooperative in Solving Problems	5. Respect for New Ideas and Individuality	6. Promoting Friendly Faculty Relations	7. Conducting Observations and Analysis Procedures	8. Utilizing Modification of Teaching Situations	9. Seeking Unity and Purpose in Progress
Textbooks									
<u>Supervision: A Social Process</u> Barr & Brueckner									
<u>Supervision for Better Schools</u> Wiles									
<u>Instructional Supervision</u> Melchior									
<u>Supervision as Leadership</u> Franseth									
<u>Theory and Practice of Supervision</u> , Gwynn									
<u>Supervision as Human Relations</u> Barney									

CHECK-LIST 6--Continued

	Concepts/Areas				
	Assisting in Achieve- ment of Goals	Total Number of Pages in Text Devoted to the Con- cepts	Rating of Text Among Texts on Pages De- voted to the Con- cepts		
10. Textbooks					
<u>Supervision: A Social Process</u> , Barr & Brueckner					
<u>Supervision for Better Schools</u> , Wiles					
<u>Instructional Supervision</u> , Melchior					
<u>Supervision as Leadership</u> , Franseth					
<u>Theory and Practice of Supervision</u> , Gwynn					
<u>Supervision as Human Relations</u> , Bartky					

CHECK-LIST 6--Continued

	Concepts/Areas							
	1. Establishing Group Rapport	2. Promoting Morale	3. Demonstrating Respect and Interest for the Individual	4. Cooperative in Solving Problems	5. Respect for New Ideas and Individuality	6. Promoting Friendly Faculty Relations	7. Conducting Observations and Analysis Procedures	8. Utilizing Modification of Teaching Situations
Textbooks								
<u>Basic Principles of Supervision</u> Adams & Dickey								
<u>Supervision</u> , Barr, Burton & Brueckner								
<u>Improving the Supervision of Instruction</u> , Spears								
<u>Supervision of Elementary Subjects</u> Burton								
<u>Supervision in the Elementary School</u> Reeder								
<u>Supervision as Co-Operative Action</u> Crosby								

CHECK-LIST 6--Continued

	Concepts/Areas			
	9. Seeking Unity and Purpose in Progress	10. Assisting in Achievement of Goals	Total Number of Pages in Text Devoted to the Con- cepts	Rating of Text Among Texts on Pages Devoted to the Con- cepts
Textbooks				
<u>Basic Principles of Supervision</u> , Adams & Dickey				
<u>Supervision</u> , Barr, Burton & Brueckner				
<u>Improving the Supervision of Instruction</u> , Spears				
<u>Supervision of Elementary Subjects</u> , Burton				
<u>Supervision in the Elementary School</u> , Reeder				
<u>Supervision as Cooperative Action</u> , Crosby				

# CHECK-LIST 7

## SCOPE OF TREATMENT WITHIN EACH AREA OF SUPERVISION SCOPE OR RESEARCH FUNCTION IN SUPERVISION

	Concepts/Areas					
	1. Established Principles and Founded beliefs Guide or Support Curriculum Development	2. Systematic Investigation to the Study of Problems	3. Sources of Studies Relative to Other Studies of Problems	4. Creative Implementation and Application of Research Findings	5. Stimulate Research in Teachers	6. Self-Analysis  Total Number of Pages in Text Devoted to the Concepts Rating of Text Among Texts on Pages Devoted to the Concepts
Textbooks						
<u>Supervision: A Social Process</u> , Barr & Brueckner						
<u>Supervision for Better Schools</u> , Wiles						
<u>Instructional Supervision</u> , Melchior						
<u>Supervision as Leadership</u> , Franseth						
<u>Theory and Practice of Supervision</u> Gwynn						
<u>Supervision as Human Relations</u> Bartky						

CHECK-LIST 7--Continued

	Concepts/Areas					
	1. Established Principles and Founded beliefs Guide or Support Curriculum Development	2. Systematic Investigation to the Study of Problems	3. Sources of Studies Relative to Other Studies of Problems	4. Creative Implementation and Application of Research Findings	5. Stimulate Research in Teachers	6. Self-Analysis
Textbooks						Total Number of Pages in Text Devoted to the Concepts Rating of Text Among Texts on Pages Devoted to the Concepts
<u>Basic Principles of Supervision</u> Adams & Dickey						
<u>Supervision</u> , Barr, Burton & Brueckner						
<u>Improving the Supervision of Instruction</u> , Spears						
<u>Supervision of Elementary Subjects</u> Burton						
<u>Supervision in the Elementary School</u> Reeder						
<u>Supervision as Co-Operative Action</u> Crosby						



# CHECK-LIST 8

## SCOPE OF TREATMENT WITHIN EACH AREA OF SUPERVISION SCOPE OF CONTRAST OF DEMOCRATIC AND AUTHORITARIAN TYPES OF SUPERVISORY DIRECTION

Textbooks	<div>Concepts/Areas</div> <div> <p>1. Selection of Leaders Based Upon Ability, vs Selection Based Upon Seniority, Political Power, etc.</p> <p>2. Possesses Willingness and Ability to Create a Co-Operative Spirit and Procedure in Group Endeavors, vs Imposed, Authoritarian Approach in Group Endeavors</p> <p>3. Possesses Confidence in Self, Human Nature and Creativity of all Individuals, vs Stereo-type and Skepticism</p> <p>4. Democratic Leader Respects the Right and Responsibility of all Persons to</p> </div>
<u>Supervision: A Social Process, Barr &amp; Brueckner</u> <u>Supervision for Better Schools, Wiles</u> <u>Instructional Supervision, Melchior</u> <u>Supervision as Leadership, Franseth</u> <u>Theory and Practice of Supervision Gwynn</u> <u>Supervision as Human Relations, Bartky</u>	

CHECK-LIST 8--Continued

Textbooks	<div>Concepts/Areas</div> <div> Contribute in a Given Group, vs Monopolizing or Issuance of Ex- ecutive Direc- tives   5. Councils, Committees and Other Groups are Set up to Study a Given Problem, vs One Person- Unorganized Pro- gram   Total Number of Pages in Text Devoted to the Concepts   Rating of Text Among Texts on Pages Devoted to the Concepts </div>
<u>Supervision: A Social Process, Barr &amp; Brueckner</u>  <u>Supervision for Better Schools, Wiles</u>  <u>Instructional Supervision, Melchior</u>  <u>Supervision as Leadership, Franseth</u>  <u>Theory and Practice of Supervision</u> Gwynn  <u>Supervision as Human Relations</u> Bartky	

CHECK-LIST 8--Continued

Textbooks	<div>Concepts/Areas</div> <div> <p>1. Selection of Leaders Based Upon Ability, vs Selection Based Upon Seniority, Political Power, etc.</p> <p>2. Possesses Willingness and Ability to Create a Co-operative Spirit and Procedure in Group Endeavors, vs Imposed, Authoritarian Approach in Group Endeavors</p> <p>3. Possesses Confidence in Self, Human Nature and Creativity of all Individuals, vs Stereo-type and Skepticism</p> <p>4. Democratic Leader Respects the Right and Responsibility</p> </div>
<p><u>Basic Principles of Supervision</u> Adams &amp; Dickey</p> <p><u>Supervision</u>, Barr, Burton &amp; Brueckner</p> <p><u>Improving the Supervision of Instruction</u>, Spears</p> <p><u>Supervision of Elementary Subjects</u> Burton</p> <p><u>Supervision in the Elementary School</u> Reeder</p> <p><u>Supervision as Co-Operative Action</u> Crosby</p>	

CHECK-LIST 8--Continued

Textbooks	<div>Concepts/Areas</div> <div> of all Persons to Contribute in a Given Group, vs Monopolizing or Issuance of Exe- cutive Directives   5. Councils, Commit- tees, and Other Groups are Set up to Study a Given Problem, vs One Person- Unorganized Pro- gram   Total Number of Pages in Text Devoted to the Concepts   Rating of Text Among Texts on Pages Devoted to the Concepts </div>
<u>Basic Principles of Supervision</u> Adams & Dickey  <u>Supervision</u> , Barr, Burton & Brueckner  <u>Improving the Supervision of</u> <u>Instruction</u> , Spears  <u>Supervision of Elementary Subjects</u> Burton  <u>Supervision in the Elementary School</u> Reeder  <u>Supervision as Co-Operative Action</u> Crosby	

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